DOCUMENT RESUME

ED 302 341 PS 017 721

AUTHOR	Vartuli, Sue
TITLE	Jackson County Family Day Care Project Final Report.
INSTITUTION	Missouri Univ., Kansas City. School of Education.
SPONS AGENCY	Department of Health and Human Services, Washington, D.C.
PUB DATE	Nov 88
GRANT	DHHS-90-CW-0779
NOTE	277p.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	*Child Caregivers; *Curriculum Development; Early Childhood Education; *Family Day Care; Group Discussion; Home Visits; Library Services; Participant Characteristics; Program Descriptions; *Program Evaluation; Radio; *Student Recruitment; *Training; Videotape Recordings
IDENTIFIERS	Child Development Associate; *Missouri (Jackson County)

ABSTRACT

This report provides an overview of a 2-year project aimed at developing an introductory-level training and educational support program for family day care providers in Jackson County, Missouri. The report describes participant characteristics, curriculum development, provider recruitment efforts, formative and summative evaluation procedures and results. The training program had four components: (1) monthly group meetings; (2) monthly home visits; (3) a resource and toy lending library; and (4) radio broadcasts. Content was based on the Child Development Associate credential competencies. Data suggest that even though overall significant results between training and control groups were not obtained, the program was successful. The number of gain scores favored the training groups and indicated that behaviors, attitudes, and knowledge could be positively influenced by training. Providers expressed appreciation for the training opportunity. Providers' feelings of competence were enhanced, and provider-child interactions improved. The project represented an initial effort for systematic introductory training for family day care providers in the Kansas City community. Detailed information, and references to related materials, are provided in 8 tables and 17 appendices. (RH)

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JACKSON COUNTY FAMILY DAY CARE PROJECT

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FINAL REPORT

by Sue Vartuli, Ph.D.

University of Missouri—Kansas City
School of Education

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JACKSON COUNTY FAMILY DAY CARE PROJECT FINAL REPORT

Written by

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November 1988

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Acknowledgements

This project was supported by a grant (No. 90-CW-0779) from the U.S. Department of Health and Human Services. Additional financial support was provided by the University of Missouri-Kansas City, University of Missouri Extension, and the division of Career Education, Kansas City Missouri Public Schools. I want to thank my project officer Patricia Divine-Hawkins for her support and invaluable assistance.

I also want to express my appreciation to all of the family day care providers who participated in the training and the agencies that replicated the training model. The agencies and key leaders include: Heart of America Family Services, of Kansas City Inc. - Deb Glander, Carol Purvis and Shirely Stubbs; YWCA of Kansas City, Inc. - Marcia Nicely, Monica Antino, Kay Anderson; and Johnson County Child Care Association - Sue Carpenter and Karen Clayton. I would like to thank Lynn Renick for her assistance in developing the evaluation forms and the three observers who helped gather data for program evaluation; Beth Campbell-Griggs, Paula Neth, and Marcie Kirkpatrick. A special thanks goes to Deborah Wall for her computer program assistance.

I am grateful to members of the advisory committee who supported the project, especially Ruth Pirch, Beverly Watson, Noralee Faulkner, Toni Gatlin, Pat Tennison, Barbie Hillstrand, Sharon Smithy, Paula Jeffries, Lou Ann Tosh and Euretha Harris. I also wish to thank Ruth Pirch for her encouragement for the project and assistance with 26 radio scripts and video tapes.

Finally, no one person can complete a project of this magnitude without ongoing help and assistance. I am indebted to Evelyn Blair, project coordinator, for her loyality and dedication to the training

project. A thanks also goes to Dell Richardson who assisted so well during the second year of the project. I express my appreciation to Betty Jean Green our project secretary and give a special thanks to Joseph Wolff for his patience and editing help.

Introduction

The purpose of this report is to describe a two year project aimed at developing a training program to educationally support family day care providers. One product of this project is a manual written for training coordinators and instructors who provide comprehensive educational opportunities for family day care providers. Information about the manual is available from the author of this report and will not be described here.

The structure and content of the training program incorporated the best aspects of past efforts of a similar nature and addressed many concerns pertaining to the training/education of family day care providers. Two of the main concerns related to the success of training programs are the

1) accessibility, and affordability of available training opportunities and
2) quality of program/training opportunities

In designing this program these two concerns were specifically addressed.

To make sure that sessions were accessible to the family day care providers, group meetings were offered in the communities where they lived. Home visits made in the providers homes also enhanced accessibility. Affordability was made possible by money obtained through a federal grant. Participants had only to contribute their time and energy. Since family day care providers cannot afford to pay the full costs of a comprehensive training program, community, state or federal funding is necessary for success.

Training opportunities need to be available at dates and times which are convenient for family day care providers. Evenings and Saturday

mornings appeared to be the most convenient times for group meetings. Having more than one time to attend a meeting was also deemed to be advantageous.

Concerns about the quality of training programs are many and varied, but the four main ones appear to be as follows. First, training programs need to be designed to meet the unique needs and learning styles of adult learners. This particular program offered different instructional methods and media to relate to various learning styles and needs. For those adult learners who were self-motivated, the resource lending library proved helpful. For those learners who felt more comfortable in a group situation, group meetings were offered. Home visits permitted course content to be individualized (and relevancy thereby optimized) for each home situation.

The second main concern relating to training program quality is relevance to the needs of the child care field. To insure that the content related to relevant concerns, an advisory committee composed partly of experienced family day care providers was formed which reviewed content and procedures for the duration of the project. Information supplied by family day care providers on group-meeting and home-visit evaluation forms also helped assess whether or not the content related to the needs of the child care field.

The third main concern has to do with the fit between training and the various individual difference variables found within the training population. Family day care providers have a wide range of educational backgrounds and experience. For example, some women in the training program had no experience working with young children and as few as eight years of formal education. Others had over twenty years of experience

and a masters degree. We felt it was important for the training program to adjust to the learner. By varying interaction styles and instructional methods, learning could be tailored to meet individual participants' needs.

Ongoing assessment and evaluation of the impact of the educational opportunity formed the fourth main concern related to the quality of training. Formative and summative evaluation tools were designed for this project to assess the effectiveness of the training and to modify and revise the curriculum.

In summary, the training program tried to address several of the most significant concerns of education/training programs. The training program goals were to make sure that: 1) the content was relevant to the family day care provider situation; 2) various learning methods were used to meet different learning styles; 3) the interactional style varied to meet individual participants' learning needs; and 4) appropriate assessment was provided.

Organizationally, this report is divided into three parts. The first part describes and gives an overview of the training project and the characteristics of the participants. In the second part curriculum development and provider recruitment are described. The last part includes the formative and summative evaluation procedures and results.

Sue Vartuli
Kansas City, Missouri
November 1988

Project Overview

Developing and providing child care resources is critical to every facet of the community but no more so than the workplace. Employees with children have higher absenteeism rates and greater difficulty combining home and work than their childless counterparts. (Vartuli 1985, Emlen 1983). Working parents need child care that is available, affordable and accessible. Parents have difficulty finding child care. In Kansas City, in a study of over 8,000 employees, 51% of those employees with children reported difficulty finding child care. Child care close to the families' home was reported to be the most popular location of care. Parents like their children to be cared for in their own neighborhood, especially if the children are of school age (so they can have easy access to their schools).

Child care is very expensive. Since ten percent of a typical family's income is spent on child care, parents need affordable arrangements. Family day care is the most affordable type of care outside the home. In Kansas City center care cost on the average almost ten dollars more a week than family day care. In developing services, therefore, it would seem logical to increase the number of family day care homes in working parents' neighborhoods.

Family day care facilities have many advantages besides lower costs. This form of care is quicker to start up because there is no need for building a facility, and homes can accommodate families with different ages of children. Homes can also be adapted to changes in the work hours of parents. Parents can select homes with different educational philosophies and caregiver styles to fit their own values.

In developing family day care homes, quality care must be sought.

Quality family day care means meeting the needs of the parent by providing a loving, home-like environment in which the child is safe and healthy. Quality care also means that the social, emotional, physical and cognitive needs of the child are met. The National Day Care Home Study reported on quality indicators in child care and found that training programs had strong positive effects on the way providers interacted with the children in their care. Training programs can vary in intensity and duration but caregivers seem to benefit from the education. The key to quality day care appeared to be the provision of specific training in child care for caregivers. Training was a powerful index of competence for caregivers.

Kaplan and Smock (1982) believe that an essential aspect of quality is the sensitivity, skill and knowledge of the family day care provider. Kaplan and Smock found that after participation in a training program not only were caregiver behaviors more effective but providers had a more professional attitude toward their career as well. Howes (1983), in a study on 40 caregivers interactions with toddlers, found that family day care providers with more training were more likely to play, mediate objects and respond positively to their children's social bids (Howe, 1983, p. 105). Both experience and training were found to influence the behaviors used by the provider. Howe also found that reducing group size, increasing training, keeping the adult-child ratio low and having a child-designed environment were important to quality care of children.

The National Day Care Study, when studying quality care of children, also made the recommendation that a higher quality environment for children entails keeping staff/child ratios low and size of the group small. Such traits are typical of family day care environments.

There is a shortage of family day care homes even though they provide the best form of care delivery. Among the reasons for that shortage are instability, difficulties recruiting clients and provider isolation. By developing a family day care network of providers some of these problems can be alleviated or at least minimized. When providers belong to a network they receive support from their peers and they can share common concerns and ideas. Networks also enable the training needs of family day care providers to be more easily addressed. Providers can also serve as back-ups for each other when one is ill or needs some time off.

The UMKC School of Education and Heart of America Family Services have gathered information on available child care in the Kansas City area. A grant from HHS enabled the University to survey 21 employers and over 8,000 employees in the area. Information reported by employees and the data gathered from telephone surveys of 818 child care providers have enabled the researcher to develop profiles of child care services by neighborhoods. This information allowed the researcher to project where child care services need to be developed. It also revealed where supply for child care is greater than demand. Data from the telephone survey revealed that only 15% of over 2,000 child care providers surveyed had any early childhood/child development training. Introductory training for child care providers appeared to be needed for the Kansas City community. Similar lack of training of family day care providers is common across the nation (Aguirrie 1987 and Eheart and Leavitt, 1986). Sixty-five percent of the 150 providers in Illinois interviewed in the Eheart study had no training in child care (Eheart and Leavitt, 1986, p. 127).

A. Project Goals and Objectives

The goals of this project were to:

- Develop a network of family day care homes in Jackson County and the surrounding Kansas City area
- Improve the quality of out of home care for children by recruiting and training new family day care providers and improving the quality of existing care through training and support.

Jackson County, Missouri was selected as the target area for development of family day care homes. In this county there was no association for family day care providers and there has been little effort to train family day care providers. The quality of care varied greatly because no uniform training program had been developed. Providers presently offering care had no accessible resources for support and education beyond the regulatory agencies.

Based on the data from the "Meeting Child Care Needs of Working Parents in the Kansas City Community Project" (Vartuli, 1986), several neighborhood areas were selected according to the projected need of family day care services and potential for recruitment. Through the Jackson County Family Day Care Project needed child care services were developed and support systems were built in areas of documented insufficiencies.

Objectives

1. Develop a four-tiered training/education program to address the needs of providers with varying learning styles.
2. Recruit, train and support new family day care providers to supply care in areas of child care need.
3. Provide support and educational opportunities to family day care providers already providing care.

1. Develop a four-tiered training/education program to address the needs of providers with varying learning styles.

The training program developed has four tiers or components: 1) nine monthly group meetings, 2) nine monthly home visits, 3) a resource and toy lending library and, 4) radio broadcasts. These four program components offer various methods to address the needs of providers with varying learning styles. Each component has a different purpose.

The content of the training program was based on the Child Development Associate credential competencies. The competencies outline basic understandings for child care providers. By following the CDA competencies, it was possible to expose the participants to proven, credible understandings needed to become more effective child care providers. Also with the assistance of the program coordinator, participants could work on obtaining their CDA credential. This opportunity offered participants an extra benefit: they could at the end of this training program receive introductory training and a nationally recognized credential. More than half the states have adopted the CDA as part of their licensing requirements for centers. The family day care home CDA credential is gaining in popularity also. The CDA is one possible way of maintaining nationally consistent training requirements for family day care providers.

One of the unique features of the present program was that the training content was systematically approached. The content from the group meeting was followed with individualization of the content at the home visit. The radio broadcasts also dealt with the same content, emphasizing important knowledge for family day care providers. Under each CDA competency there were materials for providers to borrow from the resource lending library. This systematic approach reinforced learning

and emphasized the most important understandings. The training program was not a series of inservice sessions, it was an introductory level training. Many child care agencies offer sessions on various topics each year but there is no consistency of content and learnings. After an introductory understanding of knowledge and skills inservice sessions can be very valuable. Therefore after this initial training more indepth understandings and other topics could be addressed. This program was designed to be the initial training for child care providers.

Research on family day care training was reviewed to make sure the content included in the training was the state of the art. The national family day care study (Fosburg, 1981) suggested that training programs be developed to address the wide range of skills and knowledge needed by family caregivers. Silver and Greenspan (1980) recommended that personality characteristics and attitudes of the caregivers should be considered including some self-exploration of feelings, coping and interpersonal styles. Thus the providers personality and past experiences must be addressed in training programs as well as academic learning in child development.

Washburn and Washburn (1985) surveyed 25 family day care providers and 30 experts in field on the tasks and skills rated most important for successful operation of family day care. One of the recommendations of this study was that training programs should be grounded in a comprehensive understanding of the tasks, needs, and realities faced by practicing providers. (Washburn and Washburn, 1985, p. 553). Shell and James (1977) also thought that job-related activities were important in training programs as well as encouraging awareness that there are some skills to learn or improve on in working with children. Many caregivers

see themselves as women who love and care about children and training is not necessary to provide quality care for children. In a study done by Aguirre (1987) it was found that 66% of the 264 registered family day care providers surveyed were willing to receive free training on child development and guidance, nutrition, health and safety, business and management. (Aguirre, 1987, p. 463) All of these recommendations and suggestions were carefully considered in designing this training program for family day care providers.

2. To recruit, train and support new family day care providers to supply care in areas of child care need.

Recruiting new family day care providers was an objective of this project. Twenty new providers were recruited each year to increase the supply of child care in areas of child care need.

3. Provide support and provide educational opportunities to family day care providers already providing care.

At least fifteen experienced providers were recruited for the training program each year. The experienced providers were given the opportunity to gain new understandings about caring for children and the opportunity to increase their status in the community. The experienced providers were active participants in leading group decisions and sharing ideas of what worked for them. Experienced providers also became sources of information and support for new providers. Networking among providers was encouraged at every meeting.

During the first year of the project 46 family day care providers were recruited and participated in the program. Seventy-two percent or 33 providers received certificates of attendance for the training program. Over 151 providers were recruited by four agencies during the

second year of the training. Sixty percent or 91 of the providers received certificates of attendance for the training. See the summary of program participation for more specific details of provider participation.

Program Participation Summary
Year 1 One Agency Providing Training

1. Jackson County
   - A). Total number of providers initially enrolled in in program — 46
   - B). Number of providers who were strongly committed (Attended five or more group meetings and participated in six to nine home visits) — 30
   - C). Number of providers who participated in the program with low level interest (Attended at least three group meetings and participated in four to six home visits) — 3
   - D). Number of providers who received some training and eventually dropped out of the program — 13
     1. Reasons for dropping out of program
        - a). Provider moved — 1
        - b). New job — 2
        - c). Unable to recruit children to care for — 1
        - d). Other priorities — 2
        - e). Illness — 3
        - f). Unknown reasons — 4

        13
   - E). Number of providers receiving certificates of attendance for training — 33 (72%)

Year 2 - Four Agencies Providing Training

1. Jackson County
   - A). Total number of providers initially enrolled in program — 72
   - B). Number of previsits — 30
   - C). Number of providers who were strongly committed. (Attended five or more group meetings and participated in six to nine home visits) — 24
   - D). Number of providers who participated in the program with some interest (Attended at least group meetings and anticipated in four to six home visits) — 13
   - E). Number of providers who participated in the program with a low level of interest. (Attended three group meetings or less and participated in four home visits or less) — 5
   - F). Number of providers who received some training and evenually dropped out of the program — 30
     1) Reasons from dropping out of program
        - a) Provider moved — 3
        - b) New job — 10
        - c) New baby — 2

d) Illness	2	
e) No transportation	2	
f) Unknown reasons	11	
	30	
G). Number of providers receiving certificates of attendance		42 (58%)
2. YWCA		
A). Total number of providers initially enrolled in program		60
B). Number of providers who received some training and eventually dropped out of the program		
1) Reasons for dropping out of the program		
a) No transportation	4	
b) Divorce	2	
c) New job	4	
d) Unknown reasons	15	
	25	
C). Number of providers receiving certificates of attendance for training		35 (58%)
3. Johnson County		
A). Total number of providers initially enrolled in program		9
B). Number of providers who received some training and eventually dropped out of program		3
a) Reasons for dropping out of the program		
a) New job	1	
b) New baby	1	
c) Other priorities	1	
	3	
C). Number of providers receiving certificates of attendance for training		6 (67%)
4. Wyandotte Heart of America Family Services		
A). Total number of providers initially enrolled in program		10
B). Number of providers who received some training and eventually dropped out of the program		2
1) Reasons for dropping out of the program		
a) New job	1	
b) Provider moved	1	
	2	
C). Number of providers receiving certificates for training		8 (80%)
Total number of providers receiving certificates Year 2		91 (60%)

B. Project Time Line

	Calendar	Persons Responsible for Activity
Select a project coordinator	Nov. 1986	--Co-Directors --School Dist. Representative

Program Objectives and Activities

1. To develop a four tiered training/education program to address the needs of providers with various learning styles and educational backgrounds.

A.	Select a focus group of ten family day care providers to serve as resource personnel	Dec. 1986	--Project Coordinator Director --Div. of Family Services Representative
B.	Plan the content and evaluation components of the four educational components so duplication of material will be minimal.	Nov. 1986-Jan. 1987	Coordinator Focus Group Director
C.	Develop content and scripts for 26 fifteen minute broadcasts and with radio producers assistance, tape the segments.	Dec. 1986-June 1987	Co-Directors
D.	Plan content and structure of home visits for new and established homes. Coordinate content with other training efforts.	Dec. 1986-Sept. 1987	Coordinator Focus Group Director
E.	Plan content, format & location of the nine workshops.	Dec. 1986-Sept. 1987	Coordinator Focus Group Director
F.	Assess and augment the resource lending library, developing a system for lending materials.	Dec. 1986-Sept. 1987	Coordinator Director
G.	Develop evaluation instruments	Dec. 1986-Sept. 1987	Director
H.	Collect pre/post	Jan. and	Director

	data	Sept. 1987 Oct. 1987 and June/July 1988	
I.	Analyze data and write final report	Aug. 1988 - Nov. 1988	Director
2.	To recruit, train and support twenty new family day care providers (each year) to supply child care in Jackson County neighborhoods in need of services.		
A.	Select from existing information, neighborhoods in Jackson County where child care is needed.	Oct. 1986	Director Div. of Family Services
B.	Establish selection process including a contract for participation in the educational programs.	Oct.-Dec. 1986	Coordinator Director
C.	Develop a recruitment emphasizing home based business opportunities	Nov.-Dec. 1986 Aug.-Sept. 1987	Coordinator Director
	1) Develop and air public service announcements.		
	2) Design, duplicate and send out flyers, leaving flyers in areas where prospective providers might frequent.		
	3) Design and print posters to recruit providers.		
D.	Select providers to participate in training program.	Jan. 1987 Sept. 1987	Coordinator Director
E.	New providers attend nine meetings per year for group interaction and support	Jan.-Sept. 1987 Oct. 1987 - June 1988	Coordinator Director
3.	To provide support and educa-		

	tional opportunities to fifteen family day care providers already providing care (each year).		
A.	Recruit and select established providers. Formulate a contractual agreement for training.	Jan.,1987 Sept. 1987	Coordinator Director
B.	Established providers attend nine meetings per year for group interaction and support	Jan.-Sept., 1987 Oct. 1987- June 1988	Coordinator Director
C.	Project coordinator visits each established home provider every six weeks focusing on educational objectives and provider's needs.	Jan.-Sept., 1987 Oct. 1987- June 1988	Coordinator

C. Monitoring Committes and Agency Cooperation

An advisory committee was formed to assist the training coordinator and program director in monitoring and evaluting program content and process. The advisory committee included representatives from nine different agencies directly or indirectly involved with the family day care training project and five family day care providers. Members of the committee assisted in reviewing the curriculum design and implementation procedures. The practical knowledge and suggestions provided by the committee were valuable in development and revision of the program.

The committee met every month the first year of the training project and every other month during the second year. During the meetings updates and reports were given about the progress of the training. Concerns and questions were addressed and discussion always followed. Ideas expressed by the committee were utilized whenver possible. The need for this group to meet on a regular basis diminished as the training progressed.

During the second year of the project three agencies replicated the training program in their own communities. To coordinate these training efforts a family day care training consortium was formed. The consortium met twice a month during the first months of recruiting and training. Agendas and resources were shared, specific content of group meetings was discussed and concerns were addressed. All four agencies providing training in the five county metropolitan area followed the same training format with two exceptions. Two of the agencies offered only eight group meetings (rather than nine) because much of the content in the first group meeting was covered by the daycare regulatory agency and would be redundant. One agency offered only eight home visits to new providers because the training coordinator was unable to complete the visits.

Information and evaluations were collected by all four agencies and replication was easily accomplished. The training was successful at the four sites serving clientele from various socioeconomic and educational backgrounds.

Recruiting (Getting the Program Started)

Recruiting family day providers in the Jackson County area was viewed as a challenge. It has been estimated by the National Family Day Care Study that 94% of all day care homes are unregulated. Unregulated homes providers are therefore very hard to trace. Also other studies have portrayed the family day care providers' interest in training as minimal. Eheart and Leavitt (1986) interviewed 150 providers and found that more than half (52%) did not want more training even though 65% of the providers had no training in child care. However, in another study, only 22% of the 23 licensed home day care workers indicated on a questionnaire that they were not interested in receiving training (Shell & James,

1977). The method of training preferred by the 23 providers (88%) was through books and pamphlets not group meetings. Aguirre (1987) found that 66% of the 264 registered family day care providers in Texas were willing to receive free training. It appears from these last two studies that the majority of regulated family day care providers are willing to improve their knowledge of child development and learn new ideas and techniques for caring for children.

The target population for the present project included both regulated and unregulated family day care providers as well as recruited new providers. Potential prospects for the training program were recruited in a variety of ways including newspaper ads, public service announcements (PSA's) on radio and television, posters, brochures, newsletter articles, letters to churches and other community agencies and organizations. The day care licensing agencies also supplied names of new providers interested in the training program. (For sample recruiting forms see Appendix A). A central phone number was listed and callers were sent information about training opportunities in their area. Over 55 area media agencies were on the mailing list for information concerning the project. Posters and flyers were distributed to churches, public schools, laundromats, grocery stores, public libraries, and doctors' offices. USDA food program sponsors, day care licensing agencies, AEYC affiliates, child care resource and referral agencies, and family and children agencies all received information on the project as well as brochures and applications to distribute.

Groups targeted for recruitment were mothers with young children at home, new mothers at work that want to be home but need the additional income and women with older children in school or on their own. The

posters and flyers were designed to attract these different populations. For new mothers needing an income and wanting to stay at home the flyers focused on starting one's own business. Having young children again in the home was the focal theme of the flyers directed to women at home with children in school or living on their own (empty nest syndrome).

As a recruiting method, information meetings were set up by each agency providing training. Invitations were sent to all licensed family day care home providers, and the meeting dates and times were shared with every interested person calling the central numbers. At the informational meeting, an experienced provider talked about the realities of family day care and the value of the training project. Information about the project was shared and completed applications were accepted at the meeting. Displays of the toys and resources were set up. Time was also set aside for questions and refreshments. Although the informational meetings were successful, most of the participants in the project were recruited through PSA's.

After their initial phone call responding to the PSA was received, prospective candidates were sent an application and information on the project. Once the completed application had been received, applicants were called by the training coordinator to set up an appointment for a pretraining visit. During the visit, the coordinator was able to inform the participant of the training program's schedule and the participant's obligations and responsibilities. This face to face meeting also helped build rapport and make participants more comfortable about attending a meeting where they did not know anyone. A follow-up letter was sent once the application procedure was complete to remind participants of the time and location of the first meetings.

Table 1 shows a listing of the relative effectiveness of all recruiting efforts. Public service announcements were the most effective means of recruiting. Posters and brochures, which cost a lot of money, were not effective in the recruiting process. It is important to note that recruiting efforts for year three have been minimal. Information about the training opportunities available in the community is now being disseminated by satisfied participants and their friends.

Table 1

Telephone Responses from Initial Intake Form

How did you hear about our provider training program?

	Number of Inquiries	
Source	Year 1	Year 2
Radio	1 (.7%)	0
TV	14 (10%)	38 (46%)
Friend	10 (8%)	8 (10%)
Licensing agency	0	0
Resource & Referral agency	9 (7%)	13 (16%)
Posters	0	0
Brochure	1 (.7%)	1 (1%)
Newspaper	72 (54%)	5 (6%)
Church	7 (5%)	0
Preschool	5 (4%)	0
Parent Education Program	4 (3%)	0
Other	10 (8%)	18 (21%)
Total	133 (100%)	83 (100%)

E. Participant Characteristics

First Year Participants

During the first year of the project forty-six providers initially enrolled in the program, and thirty-three or 72% received certificates of attendance at the end of the training. Twenty-six of the providers receiving certificates completed a demographic informational survey. (See Table 2 for results.) The majority (58%) of the providers were not licensed but 42% were working on obtaining their license. Twenty providers (77%) indicated that they had experience caring for children

other than their own in their home. Nineteen providers (73%) reported that they had experience babysitting and eleven providers (42%) indicated that they had volunteered in a church child care program. Half of the providers were between the ages of 21 and 35. Twenty or 77% reported they were married and eighteen (69%) said their spouse worked. The median family income interval for the twenty-six respondents was $20,000 to $24,999 and the mode was $15,000 to $19,999.

Second Year Participants

During the second year of the project the four agencies (i.e., Jackson County, the only agency operating the first year, plus 3 others) recruited a total of 151 providers for the four training programs. Two agencies, Johnson County Child Care Association and Wyandotte Heart of America's Family Services wanted a maximum of ten providers for the initial year of their agency's participation in the training project. Wyandotte Heart of America Family Services had ten providers initially enrolled in the project, and 80% or eight providers received certificates of attendance at the end of the project. Johnson County Child Care Association gave training completion certificates to six out of the nine providers they started out with (67%). The YWCA initially enrolled sixty providers in the training program and 35 or 58% of the providers received certificates of attendance. Jackson County Family Day Care Project had 42 out of 72 providers receive certificates for a completion rate of 58%. A total of 91 providers out of the 151 initially enrolled completed the

Table 2

Selected Descriptive Statistics

Year 1

	Characteristic	Number	%
1.	Number of Providers Completing the Survey	26	79%
2.	Age		
	Under 21		
	21 - 35	13	50%
	36 - 45	7	27%
	46 - 55	4	15%
	56 - 65	2	8%
	Over 65		
3.	Marital Status		
	Married	20	77%
	Not Married	6	23%
4.	Family Income		
	Under $10,000	3	11%
	10,000 - 14,999	3	11%
	15,000 - 19,999	8	31%
	20,000 - 24,999	4	15%
	25,000 - 29,000	3	11%
	30,000 - 39,999	2	8%
	40,000 - 49,999		
	Over 50,000	1	4%
	No Response	2	8%

training program for a completion rate during the project's second year of 60%.

During the second (replication) year of the project, participants in the training program completed an information survey during the first and last training session. One hundred and eight providers (72% of the total) completed information describing such things as their income, age, education and experience at the first training session. Of the 91 providers completing the training, 73 (80%) completed the same form during the last training session. Table 3 reports the descriptive statistics from this pre- and post-survey.

Fifty-three percent of the providers reported on the posttest that they were licensed. Only 37% of the providers reported that they were licensed on the pretest. This could indicate that some of the 34% of the providers who reported that they were working on a license on the pretest actually obtained a license sometime during the training program.

On both the pre-and post-survey, over 40% of the providers reported having experience as a teacher or aide in a child care center or preschool; 40% of the providers also did volunteer work in a church child care program. Over 80% of the providers indicated that they had experience babysitting. In addition, over 60% of the providers reported that they had prior experience caring for children other than their own in their home.

With respect to past training or training opportunities, over 40% of the providers indicated that they had taken child development courses in high school and that the same percentage had taken parenting classes. More than half of the providers reported that they had not taken child development courses at a junior college, or university.

Table 3

Selected Descriptive Statistics

Year 2

Characteristics	Pretest		Posttest	
	Number	%	Number	%
1. Number of providers Completing the Survey	108	72%	73	80%
2. Age				
Under 21	2	2%		
21 - 35	65	60%	39	53%
36 - 45	27	25%	24	33%
46 - 55	8	7%	6	8%
56 - 65	3	3%	3	4%
Over 65			1	1%
No Response	3	3%		
3. Marital Status				
Married	77	71%	58	79%
Not married	26	25%	14	19%
No response	5	5%	1	1%
4. Family Income				
Under $10,000	23	22%	9	12%
10,000 - 14,999	7	7%	7	10%
15,000 - 19,999	18	17%	7	10%
20,000 - 24,999	15	14%	11	15%
25,000 - 29,999	13	12%	12	16%
30,000 - 39,999	8	7%	13	18%
40,000 - 49,999	14	13%	7	10%
Over 50,000	1	1%	4	5%
No Response	9	8%	3	4%
5. Educational Level				
Some High School	5	5%	3	4%
High School Diploma or GED	50	46%	33	45%
AA Degree	4	4%	5	7%
BS Degree	9	8%	24	33%
College Hours	38	35%	7	10%
No Response	2	2%	7	10%

The majority of the providers reported that they were between the ages of 21 and 35 years old. Most of the providers enrolled in the training were within the age span Eheart and Leavitt (1986) reported as the age most providers express interest in training (30-39 years). Over seventy percent of the providers reported that they were married.

Median family income level on both the pre- and post-surveys was $20,000 to $24,999. The mode on the pre-survey was under $10,000 and on the post-survey it was $30,000 to $39,999. Many of the low income providers, it would seem, did not complete the training program. The highest educational level of over 40% of the providers was a high school diploma or a GED. Over 30% of the providers reported that they had some college hours (one to ninety-nine hours).

A. Curriculum Development and Program Implementation

During the first year of the program the curriculum content was developed and it was revised during the second year. The curriculum was developed to address the needs of providers with various learning styles and educational backgrounds. An attempt was made to integrate four training components into the curriculum content. The program coordinator adapted the curriculum to provider needs and individualized as much as possible. The Child Development Associate (CDA) competencies form the basic content of the curriculum. The six CDA competencies and thirteen CDA functional areas were included in the curriculum outline. Participants had the option to pursue the CDA Family Home Provider Certificate as they went through the program. Also, there were five theoretical themes woven throughout the training. These five theoretical considerations helped to guide the instructional techniques and

interactions. They are described below.

A. Educational Theoretical Considerations of the Training Program

1. Interactive Emphasis

There are many values imbedded in this educational program. One of these is the high premium placed on interactive modes of learning (i.e., learning objectives are determined by both coordinator and participant). To maximize interaction training coordinators work directly, and individually with each provider. Each provider came to the program with unique strengths and a different knowledge base. The training coordinator was sensitive to the needs of each provider and personalized the training content. The training coordinator worked with each individual provider to find the most appropriate way to resolve needs and achieve goals. Since each provider brought her own unique strengths and weaknesses to the child care setting the training coordinator recognized that no single strategy would work for all providers. The training coordinator helped each provider understand that every concern or problem has many solutions and support was present in the community to enable providers to offer the best possible care for children.

2. Problems Solving Emphasis

Coping with life events in adulthood requires different skills than those required in childhood. A problem solving approach which motivates adult learning is often related to successful coping strategies in life.

One of the main goals of the problem solving approach was to create and employ ways to stimulate thought and discussion in and around problems of personal significance to the family day care providers. Vignettes, videotapes, pictures or audiotapes were used to stimulate recipients in an active process of thinking.

There are some prerequisite skills that needed to be developed before the problem solving approach could be fully functional. Providers needed to understand the language of problem solving and certain social skills. The social skills that were especially relevant to the process were: 1) the realization that people think and feel differently, and 2) the realization that there was a problem.

Participants also needed to have an open, accepting attitude before problem solving could be effective. Recogition that problem situations were a normal part of life and that one could cope with such situations was important. Successful problem solvers had to have the ability to think before acting.

Program coordinators had to make sure the environment was conducive to sharing ideas and thoughts. Establishing rapport between participants would increase the likelihood of such sharing. Coordinators needed to be sensitive to the past educational experience of participants. Some obstructions to a problem solving training program were (a) emphasis placed on right and wrong answers, (b) lack of time and (c) emphasis on contrived, irrelevant problems. Participants who have experienced unsuccessful educational experiences may resist new techniques. Respecting feelings of anxiety in participants was important in a problem-solving approach.

When starting the training in problem solving techniques, it is important to begin with a problem that is not associated with strong feelings, such as, when to have a refreshment break. After the problem has been determined one can start the problem solving process with brainstorming. This can help providers feel accepted and begin the thinking process. When participants brainstorm, all ideas or alternative

solutions are accepted. After all the ideas have been exhausted, participants evaluate or determine what will be the probable outcome for each course of action suggested. The group or individual then decides which course is the best. Once a plan of action and plan for implementation have been achieved, a plan of evaluation must be devised. This is the sixth and final step. This six step approach to problem solving is one of the instructional techniques most conducive to nurturing self-directed adult learning. Helping providers understand this process will assist them in solving all life problems, not just those centered around their child care business.

Encouraging a problem solving attitude was emphasized in both the group meeting and home visit. During group meetings providers often worked together to identify solutions to common problems. Many providers were not aware of the options or solutions open to them so this process skill was very important. It helped providers understand a process that aided them also in their personal lives. The problem solving strategies used during the home visit helped providers resolve more individual problems. Possible solutions were generated and together the provider and training coordinator discussed consequences and clarified which solution would be the best within the given context. [Author's note: If agencies can afford to offer two group meetings per month, it is suggested that the second group meeting emphasize problem solving]. Common problems faced by providers were addressed so providers could apply knowledge from the group meeting to the problem. The providers enjoyed the discussions and exchanging points of view. This type of interaction was valuable and was encouraged. The training coordinator supported the efforts of providers to become knowledgeable decision

makers. Once providers felt comfortable with this skill it made them feel more in control and more positive about themselves.

3. Enhancing Provider's Self Esteem

One of the main goals of this training program was to help providers realize that they offer a very important service to the community and society. Many providers have the impression that anyone can care for children and that they care for children because they cannot do any other job. The training program sought to raise self esteem by helping the providers to understand that they were running a business and could (and should) make decisions, set policies, and strive to improve the quality of care they offered children.

Self esteem is an important theme to emphasize when working with family day care providers. Self-esteem is reflected in one's appearance and behavior. People who feel positive about themselves usually feel good about others. Family day care providers need to develop positive self images in the children in their care as well as in themselves. The better they accomplish the latter task, the easier it will be for them to accomplish the former.

When providers feel competent, they take charge of their lives. The training helped the providers feel knowledgeable and more aware of the options and resources available to them. Decision-making and problem-solving abilities are enhanced when providers feel capable and potent.

During training the providers' unique qualities were appreciated and respected. Because of the unique nature and imperfection of each person, accepting weaknesses as well as strengths was a task worked on during the training. The fact that everyone has a worthwhile contribution to make

was the focus.

The training coordinator supported the provider by relating personally to her. Many providers felt very special because of the extra attention the training coordinator accorded them. Support networks were developed so support did not end with the training program. The networking within the group contributed to a sense of belongingness and identity. Many providers became substitutes for each other and went on field trips together. It was always rewarding to see friendships and support networks develop that continued beyond the training. A family day care association was formed by the providers participating in the first year of the training program.

Identifying with other women and feeling like their problems were shared by others enhanced the self esteem of many of the program participants. Feelings of isolation and despair were addressed, acknowledged and discussed. In a supportive group atmosphere, providers were led to consider their assets and strengths. Group discussions were focused on topics and questions such as:

How does your self-esteem change depending on who you are with?

How can you make yourself feel better?

How do you reflect a positive image?

How can you help others feel good about themselves?

Experienced providers had a wealth of examples and suggestions to share with others. Individual providers were asked to 1) assist in developing video tapes, 2) lead small group discussions, 3) recruit new providers and, 4) serve on the training advisory committee. These special requests made providers feel like they had something special to offer others.

The training coordinator also reinforced positive practices at the home visit. The provider was encouraged to make changes based on her own ideas. It was hoped that as providers became more accepting and aware of the importance of their own self esteem, more positive reactions would evolve with children, parents and friends.

4. Developmental Approach

The training program recognized that changes in actual practices would vary considerably among the providers. Some providers were open to new ideas and sought help in making their services more effective. Other providers had the attitude that child care providers did not need training and resisted any new ideas or suggestions.

Growth in effectiveness varied considerably. It was the view of the training staff that any growth was valuable. Change takes time and many new ideas need to be considered and reflected on before being implemented.

The training coordinator and director of the project discussed how to meet the needs of providers at weekly staff meetings. Individual programs were designed so the potential of growth could be maximized. Strategies were discussed and various interventions were tried.

5. The Adult Learner

Knowles (1973 & 1984) posits five main differences between child and adult learners. When planning educational programs for adults these differences must be taken into consideration. Compared to children:

1. Adults are more self-directed (vs dependent) in their learning. Basic characteristics of being an adult include independence and self-direction.
2. Adults have a richer experiential base to which to relate new learnings. Thus, emphasis on experiential techniques which involve the learners is important. Discussions, workshops, field experiences and other action-learning techniques are more successful than lectures and assigned readings.

3. Learning experiences need to coincide with the learners' developmental tasks and the roles adults are to assume. The content of the curriculum must relate to the many roles of the participants.
4. Adults have a more problem-centered orientation to learning. Immediate application of learned information is critical in movitating adults to continue their educational experiences.
5. Adults are more driven by intrinsic motivation. Although adults respond to external motivators, such as increased salary or a promotion, the most powerful motivators for adult learning are recognition, greater self-confidence, self-actualization and other internal motivators.

In the planning of this project's curriculum these five assumptions were taken into account. Since the adult learner is self-directed, the program coordinator encouraged and supported efforts that were of interest to the family day care provider. Because adult learners have rich resources for learning, group discussion and networks were used to further learning goals. The orientation to learning was problem centered, and child care providers were able to see the immediate application of information and/or skills. All of these factors were carefully reviewed before being incorporated into the project curriculum.

Some tips that program coordinators might want to keep in mind when working with adults follow.

- Affective and cognitive learning go together.
- Emotions must be acknowledged and dealt with.
- Variety in teaching techniques keep interest high.
- Participants' perceptions are based on their experiences and dominant concerns.
- Concepts must be related to providers' situations with meaningful examples.
- The level of problem solving and application of information reflects how well the content is learned.
- Coordinators must facilitate learning rather than impose it.
- Coordinators must recognize that not all adults think like them.
- Coordinators must be sensitive to different styles of learning and adjust accordingly.
- Reluctance to complete assignments may be an indication of lack of time to do them.
- Breaks, refreshments and arrangements for comfort make the learning environment more positive.

All of the five theoretical considerations just discussed (i.e., interactive emphasis, developmental approach, etc.) were incorporated into the four components of the training program. The four components of the program were: group meetings, home visits, radio broadcasts and a resource and toy lending library. Each component will be described separately.

B. Group Meetings

Group meetings provided an opportunity for providers to meet together to discuss a set topic. There were nine group meetings included in the program. Meetings lasted approximately two hours and were held during one evening and one Saturday morning each month so providers could attend when not caring for children enrolled in their program. Having the same program offered more than once a month was very appealing to the participants for it accommodated their busy schedules. Meeting only once a month allowed time between meetings for the project coordinator to complete home visits and for providers to complete suggested activities for each competency.

There were four main purposes of group meetings. One purpose was to share information on certain topics. Speakers were invited to attend the meetings to share their expertise and knowledge. Information was also shared through handouts, videos, films or other media. The speakers and media were selected carefully so all information was relevant to the providers circumstances.

Another purpose of the group meeting was to provide a forum for exchanges of thoughts, ideas and experiences. By hearing others' points of view providers could clarify their thoughts and integrate new understandings into their current thinking. Discussions were

particularly useful for accomplishing this purpose.

A third purpose of the training program was to encourage the formation of networking and support systems between and among family day care providers. The group meeting provided the opportunity for providers to meet as a group, share common concerns and develop support systems throughout the community. Time was set aside at each group meeting for socialization and interaction. Participants' names, phone numbers and addresses were shared to encourage interaction between meetings. Special ice breaker activities were planned for each meeting to get providers talking and interacting.

The fourth purpose of the group meeting was to strengthen providers' feelings of competence. Experienced providers were asked to lead discussion groups and speak about their experiences. Being asked to speak was in itself a real compliment but hearing the positive comments of other providers was especially helpful in promoting the providers' professional and personal growth.

Instructional Strategies

In selecting the methods of instruction of the meeting one must consider the purpose and topic to be covered. Different instructional modes encourage learning in different ways. More than one instructional method for each meeting was encouraged to maintain high interest and relate to different learning styles. Because of limited time, methods of instruction must be carefully orchestrated. Using two different methods may require different organization of space and more time spent in rearranging furniture than in actual discussion.

In each group meeting proven instructional strategies were suggested and illustrated. These strategies fall under seven major headings:

lectures, panels, demonstrations, discussions, media, workshops and role playing. Each strategy has a particular purpose, value, and requires different advanced preparation.

Preparation

Planning ahead and organizing are keys to the success of group meetings. A lot of time, effort, and attention to detail is required for a well implemented group meeting.

The meeting site was selected carefully so that it would be conveniently located and accessible to public transportation. The rooms were chosen so as to have flexible seating and be large enough for the groups to meet without interference. Attention was given to electrical outlets, proper ventilation and lighting, and table space for displays and refreshments. By having time set aside for refreshments a warm, caring atmosphere was established and group interactions were encouraged. Nutritious snacks, of the sort that providers could serve their children, were provided as refreshments and were especially appreciated.

Before the meeting the coordinator made sure that all materials were at hand, previewed all media, set up a registration area, put up signs, and arranged the room according to the instructional strategies selected. When the program was well organized it gave providers the feeling that they were important, caused the meeting to run smoother, and made the coordinator more relaxed.

As providers arrived, a friendly greeting and meeting agenda were given to make them feel comfortable. Name tags helped in the networking process. Having refreshments and an ice breaker activity offered another opportunity for providers to become acquainted. It was important that everyone knew where the restrooms were located and that the meeting began

and ended on time.

At the beginning of the meeting the participants were welcomed and a statement of the meeting objectives was presented. The project coordinator orchestrated the meeting and permitted optimum interaction and sharing of information, ideas and experiences. Summarizing important points and thanking participants for attending reinforced a sense of community. A summary statement and reminder of the next meeting gave a sense of closure to the meeting.

Interactive Strategies

Project coordinators needed special skills to facilitate a successful group meeting. Coordinators needed to create an atmosphere where providers would feel comfortable expressing their thoughts, ideas and feelings. Coordinators demonstrated their respect for the providers by listening to their ideas, feelings and thoughts and by soliciting comments and examples. Coordinators recognized and supported queries as well as redirected or postponed answering questions until a more appropriate time. Coordinators tried to stay non-judgmental and accepting of ideas and opinions.

Coordinators helped providers understand the ground rules of positive group discussion by stating the objectives of the discussion and reviewing general guidelines such as the following: 1) There are different ways of perceiving the same situation. 2) All ideas deserve respect and careful consideration. 3) It's alright to disagree and present a different rationale. Coordinators also invited quieter members to talk and organized the format so that everyone stated an opinion (if they wanted to) before the general discussion started. Coordinators needed effective communication skills for all aspects of their job.

Incentives

Each provider who attended a group meeting received a $10 equipment incentive. The incentive was used to insure that providers attended the group meetings and help them equip their facilities. The incentive list included resources and toys that would enhance the providers ability to provide quality care. After every group meeting the providers selected an incentive and it was ordered. The coordinator delivered the incentives when visiting the provider at the home visit. Providers signed the incentive form indicating that they had received the item. Incentives were not used by every agency using this program. Certain agencies found that the training opportunity was incentive enough to draw participants.

Agendas

The group meeting was approximately two hours in length. The time varied for the first and last meetings of the training program. During the first meeting more time was allowed for getting acquainted and filling out forms. The last meeting was 2½ hours in length because of the awarding of certificates.

At every meeting, time was set aside for socializing. When the social time was first on the agenda, participants began to arrive later to the meeting. Consequently, during the second year the social time was scheduled at the end of the group meeting to encourage prompt arrival. Refreshments were always served and the type of refreshments varied with the time of day of the meeting and season of the year.

Order of Meetings

The first two group meetings and home visits focused on setting up a family day care home in order that recruited providers could start

setting up their businesses and recruiting families. Since the first group meeting pertained to licensing and zoning regulations this meeting was optional for experienced providers. Two agencies in the training consortium did not offer this meeting because the licensing agency in their state covered the information in a pre-licensing meeting required of all family day care providers.

Establishing a safe and healthy environment was the next competency presented in the group meeting sequence. Making sure the environment is healthy and safe for children and promoting good health, safety and nutritional practices was the focus for the third group meeting and home visit.

The fourth and fifth group meetings and home visits focused on social development and positive guidance techniques. The family day care providers on the advisory committee recommended that guidance techniques be stressed as soon as possible after setting up the proper environment. Providers appreciated discussing problems they had with children in their care.

Activities, experiences and interactions that nurture cognitive, language, physical and creative development were featured during group meetings and home visits six and seven. The providers actively participated in various activities that were appropriate for children in their care.

Parent-provider communication and interaction was the topic focused on in the eighth group meeting and home visit. Many concerns about working with families had already been addressed in previous meetings but an intensive discussion occurred at this meeting in both the first and second year of the project.

Advocacy and professionalism issues were addressed during the last group meeting. The needs of the provider, specifically helping providers identify stress and burn-out characteristics, was the focus of the home visit.

The program covered basic understandings for family day care providers. The various instructional components enabled every provider to gain useful knowledge and learn at their own pace.

Recognition of program participation

It is important to recognize provider participation in the training program. Provdiers' achievement and professional efforts also need to be recognized. A special ceremony was scheduled at the end of the last group meeting to provide such recognition.

When providers receive the CDA credential they definitely have a feeling of achievement. Participants in this training program were able to pursue their CDA credential but none of the providers completed the process during the nine month training. Therefore a special certificate was designed so providers could frame it and put it on their wall. (See Appendix B for a copy of the certificate.) These certificates reflected the individual providers participation in the training program. The number of group meetings and home visits was recorded and the project staff personally signed each certificate.

Each provider was individually presented her certificate and congratulated in front of the entire group. Special refreshments were served and family members were invited to attend. Extra time was allotted to provide for socialization. The last meeting can be one filled with mixed emotions. Many friendships can be expected to develop and some providers may miss the group support.

Readings and Assigments

Every provider was given a copy of the Iowa Family Day Care Handbook (1986) and readings were suggested for each meeting. The Iowa Family Day Care Handbook was selected because of its writing style, examples of forms and activities and comprehensive approach to family day care. The providers appreciated having their own reference where they could go when they had a question or wanted some additional information.

Activities were suggested for providers working on their CDA credential. The activities were designed to help providers meet the requirements for their CDA portfolio. These same requirements could be used to assist providers in applying the information presented in this program to their family day care home. All of the activities were included as a voluntary assignment.

Evaluations

After every meeting, providers were asked to evalaute the group meeting. The information from these evaluations helped the director revise and redesign content and instructional strategies.

The project coordinator and director also informally evaluated each meeting. Restructuring time segments and revising the content were common changes made after discussing the meeting.

C. Home Visits

Home visits provided the opportunity to take the information presented at a group meeting and individualize it to the providers own needs. New providers were visited each month and experienced providers were visited every six weeks. For home visits to be successful coordinators must develop a relationship built on mutual respect and caring. Only one coordinator visited each home so that such a

relationship could be built. Individual differences in abilities, lifestyles, attitudes and values were accepted. Coordinators gave suggestions when providers asked for them, but one of the main functions of this training program was to empower the provider. Encouraging them to make decisions and helping them learn the problem solving process served to develop in the provider the skills to enable them to work through problems independently after the training was over.

Establishing common ground or shared life experiences was very helpful in building a relationship with a provider. It was during the home visit that the coordinator most effectively enhanced the providers self esteem. Through positive reflections and genuine feedback, coordinators built on strengths. By respecting ideas and thoughts, coordinators supported the changes providers wanted to make to become more effective in their job.

When planning the home visit, the coordinator kept in mind that establishing and maintaining rapport was one of the main objectives. Coordinators attempted to personalize the information so it was relevant to the providers situation. Throughout the home visit, the coordinator focused on the practical application of the group meeting.

Coordinators always prescheduled visits and confirmed date and time by phone or postcard. Home visits lasted between an hour and an hour-and-a-half. Each home visit had a sample agenda, content and instructional strategy outline. When the home visit agendas were used, providers would discuss the proposed topics and the coordinator was able to stay on task and accomplish her objectives. Providers were also given a home visit reponsibilities sheet which listed reminders of how providers could prepare for home visits.

Home Visit Responsibilities Sheet for Family Day Care Providers

1. Turn off the T.V.
2. Have activities available for children.
3. Prepare questions for the program coordinator.
4. Have textbook, group meeting handouts, pencil and paper available.
5. Select the best work area for the visit and still maintain supervision of the children.

Using the home visit record form, coordinators prerecorded the objectives and gathered whatever materials were needed for the visit.

Interactive Guidelines

During the home visit the coordinator kept in mind the following points:

- Greet the provider warmly; state your appreciation for her allowing you to come into her home.
- Arrive and depart on schedule.
- Be prepared to change the agenda if provider has a particular concern.
- Give positive feedback when it is appropriate.
- Relax but keep visit on track.
- Express acceptance and a nonjudgmental attitude through words, gestures and facial expressions.
- Sit close and use eye contact.
- Respond to the provider with enthusiasm and encouragement.
- Restate the purpose of the training (if needed) and home visit. Give the provider the agenda.
- When giving information use lots of examples and demonstrations.

- Facilitate problem solving and only offer suggestions when appropriate.
- Arrange or encourage use of resources.
- Respond to the children in a warm, friendly manner.
- Be open and share information about yourself when appropriate.
- Acknowledge other family members but try to focus on the provider and purpose of the visit.
- Use terms that are clear and stay away from jargon.
- Ask what happened between visits.
- Model effective communication skills; especially be a good listener.
- Remind provider about next group meeting, share references and further reading resources.

Some coordinators brought activities for the children. If the activity related to the objectives and the provider felt comfortable with a demonstration, this was fine. Coordinators tried to keep in mind that modeling sometimes undermines a providers' confidence by forcing her to compare her skills with those of the coordinator. The home visitor thought very carefully about the consequences of her actions before she modeled any skill. Some additional home visit guidelines follow.

Concerns	How to deal with each concern
1. Some people are uncomfortable about being visited in the privacy of their home as they may think they are being judged or evaluated on their personal lifestyle.	1. Be sure to thank the person for allowing you to come into their home when you arrive or depart. Let them know you're aware of how busy they must be. Develop a warm and natural manner and establish eye contact the moment the door is answered. Focus on the person and your pleasure at being able to have the opportunity for the visit. If appropriate, comment on the good smells from the kitchen,

		or the warmth and coziness of the home after driving all day in the rain--or ice and snow. Be sincere, casual and warm but professional in purpose.
2.	Possible interruptions from phone calls, other family members, or visitors in the home.	2. Adapt to the environment. Acknowledge the presence of others but remain alert and eager to continue the visit through established eye contact and body language. Reopen the conversation after the interruption.
3.	The television or radio may be on and can be a distraction.	3. Politely state that it might be easier to talk if the radio or T.V. could be turned off. Ask if they would please turn off the TV during your visit or could you both move to another part of the house.
4.	Children in the home may act differently due to your presence.	4. Smile and be warm toward all the children. If a child is acting out or clings to the mother from shyness, acknowledge that you understand it is sometimes difficult for children to adapt to a new person. Help reduce the other adults anxiety or embarrassment.

After the visit the coordinator summarized the visit in writing by filling out the home visit from. As the coordinator completed this form she included provider reactions, progress she observed and new directions or ideas to pursue as she worked with this provider. Providers may want to know why there is a folder on them and coordinators should be honest about keeping records to evaluate program success and individual progress. Coordinators must honor the trust providers place in them and respect the confidentiality of every visit.

Home visits were the most effective way to help providers improve the quality of child care they offer. The individual attention focused

on the provider and her concerns made this component the one where more environmental interactive and programmatic changes were realized. Coordinators reinforced effective practices and supported change through this trusting relationship.

Evaluation

As the coordinator reflected on the home visit and filled out the home visit form, she thought about what happened and if the objectives were achieved. Informally, coordinators also assessed their own behavior and tried to become more effective in their interactions.

Since the home visits were a key element to program success providers were asked to evaluate the effectiveness of the home visit and how to improve the interactions. (See evaluation forms Appendix E.) This feedback helped the coordinators know they were on track and the home visits were worthwhile.

D. Radio Broadcasts

Twenty-six fifteen minute radio scripts on caring for children were written and aired on KCUR. The topics of these radio segments were selected to integrate with the content of the group meetings and home visits. Information shared on these radio programs were of interest to parents of young children or anyone who lives or works with young children.

The series was called Living and Learning with Children. The broadcasts were recorded on cassette tape and copies were made for all the agencies replicating the study. Providers borrowed copies of the tape and would play them at convenient times. The broadcasts were aired every Monday at 1:00 p.m. after providers put the children down for naps. It was hoped that providers would tune-in and put their feet up and

relax. The radio broadcast was designed to go right into the providers home so learning could be reinforced without the provider leaving home.

The series has received favorable feedback. A sample script and list of topics has been included in Appendix C.

E. Resource and Toy lending Library

Resources and toys were available for providers to borrow. The resources were selected to correspond to each CDA competency area. When providers requested additional information on a certain topic then the resources from the lending library were used.

Materials were disseminated to providers in two ways. The first year the materials were located in a central location. It was found in this project that the providers did not use the materials because of the location of the center and the limited number of hours the building was open.

However, there are advantages of having a centrally located resource library. By having all the resources located in one place family day care providers could come to the library and browse all the materials available for check out. The provider could use the library whenever it was convenient for her.

For the population of family day care providers participating in this program, the mobile resource library was the most successful means of dissemination. Resources were displayed at each group meeting. A central listing of all resources with a brief description of each item was made available to providers. The family day care providers would gather at the resources before and after group meetings and exchange ideas, experiences and opinions on the various toys and resources. The main disadvantage to the mobile resource library was that it was

available only once a month, rather than continuously.

F. Videotapes

Six videotapes were produced for this training program.[1] The program director wrote and produced three videotapes on topics of direct interest to the training program. A recruiting video was made with footage of how two providers arranged their homes to meet the needs of the young children in their care. The second videotape focused on transitions in family day care and footage on how three providers planned and interacted with children and parents during transition times was included. Transition times were particularly stressful times for the providers in the training program and for family day providers in general (Aguirre 1987).

Three of the family day care providers in the training program participated in a panel discussion on common problems of family day care providers. This panel discussion was videotaped and has been used in workshops on how to communicate with parents.

The other three videotape topics were 1) nutritional practices, 2) communicable diseases in day care, and 3) insurance issues. Experts from the community volunteered their time to create tapes to be used in future training efforts. These tapes could be used at the group meetings in lieu of a speaker and as a resource if a provider missed a meeting or wanted additional information. Videotaping speakers obviates the problem of asking community experts to frequently repeat talks. (A sample videotape script has been included in Appendix D.)

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1 * Partial funding for these tapes was received from the Heart of America Family Services, Inc. and Work Family Directions, Inc.

G. Training Coordinator

The training coordinator was the key figure in the training program. The coordinator must possess many human relation skills as well as knowledge of child development and experience in caring for groups of children.

The human relation skills that were particularly important for the training coordinator to possess were the abilities to 1) effectively communicate, 2) facilitate, 3) support, and 4) accept and respect other human beings. The interactive nature of this role emphasized the necessity for coordinator to respect other human beings and support their efforts and ideas.

Training coordinators must establish a relationship with each provider. There were many factors that influenced how quickly or effectively this relationship was established. Differences in age, economic status, education and life experiences made it more difficult to establish the relationship. However, common denominators were emphasized to establish and build the relationship. Examples include being a parent, wife, caring for children, being a working woman, etc.

Training coordinators must support and encourage providers to try new practices. Coordinators may feel comfortable in demonstrating activities and skills when visiting providers homes, but the interaction must vary according to the individual provider needs. Some providers may feel intimidated by demonstrations and resent the intrusion. Coordinators must be sensitive to each providers' needs and adjust the interaction style accordingly.

Coordinators must also be aware of characteristics that may hinder providers effectiveness. Many providers faced financial problems, lacked

support from family members and parents of children in care, lacked confidence and self respect, lacked knowledge that they could affect children's behavior, lacked resources, had inadequate housing and/or felt isolated. Training coordinators must be able to help providers address life problems as well as child care concerns. Being able to refer providers to community services was very important in the family day care training program.

The training coordinator was selected very carefully. The success of the training program hinged on this one person and the skills and knowledge she possessed.

Program Evaluation

Program evaluation is the process of assessing a program to determine whether it is accomplishing its stated goals and objectives. There were two types of evaluation used in this project: ongoing or formative evaluation and summative or final measurement of total program effectiveness. Ongoing evaluations can inform program staff of needed changes, revisions and progress occurring during the course of instruction. Informal or formative evaluation procedures were used to assess if the program was offering quality training. Total program effectiveness was determined by collecting pre- and post-observational and informational/attitudinal data.

A. Formative Evaluation

Participants were able to evaluate the meaningfulness of the group meetings and home visits on a continuous basis. Project coordinators were also able to evaluate participant progress throughout the training. Both of these types of formative evaluation proved helpful in monitoring the program's progress.

1. Group Meetings

Participants in the training were able to evaluate each group meeting they attended. Providers gave feedback about content, instructional techniques and desired improvements. The evaluations were used to modify content and instruction, restructure meeting schedules and assess the program's quality. Each group meeting and home visit had designated objectives. The providers as well as the project coordinator and director were able to evaluate whether the group meeting objectives were met. The project coordinator and director were able to reflect on each meeting during clean-up, and modifications were made from one meeting to the next. Questions that were pondered included:

Was the program content relevant to the provider's needs?

Was there enough time for processing information and discussion?

What is the evidence that providers are gaining new knowledge, attitudes and behaviors?

The providers wrote many comments on the group meeting evaluation forms. See Appendix F for a copy of the group meeting evaluations for year one and two of the Jackson County Family Day Care Project. Providers indicated that the most helpful aspects of the group meeting were: 1) the relevant information that was shared; 2) the new activities suggested; 3) group discussions; 4) the fellowship; and 5) knowing others had similar problems. The least helpful aspects of the group meeting sessions were: 1) the lack of time and specifically more time was needed for discussion; 2) too much material was covered; and 3) a babysitter was not provided. As these comments were reviewed the coordinator and director of the project tried to adjust the next sessions to allow for more discussion time and by modifying the amount of material covered.

There were no facilities or money budgeted for babysitting in this project so providers were urged to find other arrangements for their children.

When asked if the training sessions met providers expectations an overwhelming number indicated yes. Some of the reasons providers gave for why the session met their expectations were that the session was nicely organized, well planned and informative. The group meetings were evaluated positively and the suggestions and comments from the providers documented the providers praise and appreciation for the program.

A summary of the fifty-six group meeting evaluations for the second year of the project is included in Appendix G. Each agency's cumulative evaluation results is also included in Appendix H. A composite of the evaluations was made for each meeting to see if the content was relevant to each of the four training groups. The results of the composite ratings are included in Appendix I. All of the group meetings were positively evaluated by all of the participating groups.

The project coordinator and director of the Jackson County Family Day Care Project had weekly meetings to review the program's progress. Individual provider progress was discussed and ideas to facilitate change were shared. Each provider was viewed as having distinct abilities and needs.

To assess whether the program was meaningful to providers, attendance at group meetings and home visits was monitored. Informal observations of behaviors such as how many providers stayed after the meeting to talk, helped to assess the importance of this program to providers. Careful records were kept on why participants dropped out of the program. Individual preferences of instructional style were taken

into consideration. Some providers did not want to attend group meetings but valued the opportunity to have the project coordinator visit their home.

2. Home Visits

Participants in the training project were asked to react to the format and value of the home visit three times during the training. See Appendix J for a summary of this evaluation. Providers reported that the most helpful aspects about the home visit was the specific information shared and the personal interaction between the training coordinator and provider. Most of the comments reflected a personal and or professional need was met through the home visit.

The main reason the home visit was not disruptive to the providers' routines was because each visit was prescheduled and providers could plan their day accordingly. To minimize interruptions during the home visit participants used answering machines and explained to friends not to visit during business hours.

Over 45% of the participants responding to the home visit evaluation indicated a preference for the coordinator to visit their home between 9:00 a.m. and noon. The next most popular hours for home visits was between noon and 3:00 p.m.

Providers (over 90%) who completed the home visit evaluation said that 1) the home visits were not disruptive; 2) they were comfortable having the coordinator come into their home to share information about child care as a business; and 3) the coordinator had been helpful.

Providers really appreciated having their concerns and questions addressed. There were comments requesting more information on younger children and working with parents. The coordinator was directed to adapt

the child development information to the age of children in care. The key to the success of the home visit was the ability of the coordinator to adapt to the individual provider's need for specific information and learning style. After every home visit the program coordinator reviewed the interaction and completed a home visit record sheet. This record-keeping procedure helped the coordinator focus on the objectives of the visit as well as reflect on plans for the next visit. A copy of the home visit record is included in Appendix K.

B. Summative Evaluation

To assess the program's effectiveness, information prior to training and after training was collected. The effectiveness measures were based on the overall program goal of improving the quality of out of home care for children. Information about and attitudes towards child care were assessed by a questionnaire. Actual behaviors and behavioral change were measured by in-home observations. Each evaluation measure will be discussed separately.

1. Informational and Attitudinal Survey

The informational and attitudinal survey included 55 items pertaining to attitudes of the participants and basic child development knowledge and relevant items pertaining to demographic information. This survey was completed by participants during both the first and last group meeting to measure the providers attitudinal changes and the gain in child development knowledge.

a. Development of the Instrument

The child development knowledge items were written after reviewing the CDA competencies and general child care evaluation instruments. The items were reviewed by four early childhood experts who indicated for

each item the positive pole for the Likert scale ratings. The items were worded so that the positive pole was counterbalanced across items.

b. Data Collection and Analysis

All four agencies administered the survey during both the first and last group meeting. Participants included their zip code to indicate the agency presenting the training and their social security number to permit matching of pre- and post-training surveys. A total of 108 providers completed the pretest survey and 73 providers completed the posttest survey. Out of the total number of participants in the study only 57 filled out both pre- and posttest surveys. Therefore with the exception of the social status index all the analyses was done on these 57 participant scores.

A summary of the frequency of responses to all the items on the pre- and post-surveys (tests) is included in Appendix L and Appendix M. A correlated t-test was calculated for each item to determine mean score change from pre- to posttest. A one-way analysis of variance was run on each item also to determine if the four agencies differed on the amount of score change (i.e., change scores were the dependent variable for this analysis). A Duncan Multiple Range Test was calculated for each item yielding a significant ($p < .05$) F on the one-way analysis of variance.

Mean change scores for the four groups were calculated for the test as a whole (i.e., for all 55 items pertaining to attitudes and basic child development knowledge). A one-way analysis of variance was then performed on these change scores to determine whether there were any group differences.

To determine if any of the four training groups differed from the others others on socio- economic status, a social status index was

calculated for both the pre- and post-groups by using income and education levels. Eight levels of income and three levels of education were used to determine the social status index of each agency. A one-way analysis of variance was calculated for both the pre- and post groups to determine if the four agencies were significantly different. The Duncan Multiple Range Test was used to determine pairs of groups that were significantly different.

c. Results

When the correlated t-test was calculated, 13 of the 55 items showed pre- and posttest means which were significantly different ($p < .05$). See Table 4. The mean score change was significantly positive for ten of the items: 1) family day care providers are babysitters; 2) as a family day care provider, I need insurance; 3) family day care providers have materials and equipment for the children in the areas of math, science, language, and music; 4) children keep themselves occupied, so planning activities for them is not necessary; 5) children in my care are allowed to watch television anytime during the day; 6) children can learn a lot from playing in water and/or sand; 7) I have wooden blocks at my home for children to play with; 8) the children and I have practiced a fire drill in my home within the last three months; 9) children need to sit quietly at times to learn self-control; and 10) when children are drawing with crayons, I may need to show them how to make a picture. For three of the items, the mean change score was significantly negative: 1) I need to learn more about early childhood education to do a better job as a family day care provider; 2) I would rather be in a different profession; and 3) I will enjoy being a child care provider. Providers rated these three items more favorably on the pre-test than on the posttest survey.

A one-way analysis of variance indicated that on eight of the items from the informational and attitudinal survey there was a significant difference in change scores between agencies. See Table 5 for items and F values.

For the test as a whole (i.e., the 55 items there was no significant differences between the four groups' mean change scores, $F(3,53)=1.04$, $p > .10$. No one group appeared to be different from the other three: Johnson County ($M= 3.75$); Wyandotte County ($M= 3.88$); Jackson County ($M= 2.38$); YWCA ($M= 8.38$).

The social status index was calculated for pre-and post-groups of providers by using eight levels of income and three levels of education. A one-way analysis of variance indicated a significant difference between the four groups on the pretest social status index $F(3,93)= 9.36$, $p < .001$. According to the Duncan Test, the Jackson County group ($M= 5.04$) was significantly ($p<.001$) different from Wyandotte County group ($M= 9.25$) and YWCA group ($M= 7.36$), Johnson County group ($M = 9.48$) on the pretest. The last three groups did not differ from any other on the social status index. The posttest analysis indicated no significant difference between group means: Jackson County ($M= 8.21$); Wyandotte ($M= 8.50$); Johnson County ($M = 13.25$); and YWCA ($M = 10.92$), $F(3,107) = 1.50$, $p > .10$.

Table 4
Informational and Attitudinal Survey
Correlated t-test

	Pretest M	Posttest M	t Value	df	Prob.
I need to learn more about early childhood education to do a better job as a family day care provider.	4.53	4.19	3.65	56	0.001*
Family day care providers are babysitters.	4.02	4.38	-2.96	54	0.005
As a family day care provider, I need insurance.	3.93	4.26	-3.30	56	0.002
Family day care providers have materials and equipment for the children in the areas of math, science, language, and music.	3.80	4.11	-2.44	55	0.018
Children keep themselves occupied, so planning activities for them is not necessary.	4.04	4.32	-2.02	55	0.048
Children in my care are allowed to watch television anytime during the day.	4.33	4.53	-2.10	56	0.040
Children can learn a lot from playing in water and/or sand.	4.00	4.39	-2.74	56	0.008
I have wooden blocks at my home for the children to play with.	3.79	4.13	-2.13	52	0.038
The children and I have practiced a fire drill in my home within the last three months.	3.56	4.10	-2.97	51	0.004
Children need to sit quietly at times to learn self-control.	2.00	2.33	-2.34	54	0.023
When children are drawing with crayons, I may need to show them how to make a picture.	3.16	3.70	-2.85	56	0.006
I would rather be in a different profession.	4.54	4.23	3.99	55	0.000*
I will enjoy being a child care	4.81	4.63	2.46	56	0.017*

*For the three starred items there was a loss from pre- to posttest.
For the remaining 10 items there was a gain from pre- to posttest.

Table 5
One Way Analysis of Variance on Informational and Attitudinal Survey Items by Agency

	Group Mean Change Score						
	1	2	3	4	F Ratio	df	Prob.
All that's needed to take care of children is a maternal instinct.	-.750*	1.125+	-.069*	.1875	3.48	3,53	.022
Parents are knowledgable about child care and know what to look for when selecting child care.	1.000+	-1.000*	-.069	-.437*	2.78	3,53	.050
Children in my care are allowed to watch television anytime during the day.	.250	.000*	-.034*	.687+	4.78	3,53	.005
Children can learn a lot from playing in water and/or sand.	.000	-.375*	.724+	.250	2.86	3,53	.046
Family day care providers write weekly activity plans for the children.	-1.500+	.250*	.036*	.500*	5.22	3,52	.003
Sometimes I have to yell at the children to make them listen.	-.250	.750+	-.500*	.062	3.41	3,52	.024
Family day care providers participate in activities with the children.	-.500+	-.125	.000*	.250*	4.04	3,51	.012
Family day care providers take the children on field trips.	-.333	.625+	-.138*	.000*	2.89	3,52	.044

The groups makred with a + are significantly different from the groups marked with a * at the .05 level (Ducan Multiple Range Test). Groups not marked with a * or + are not significantly different from any other group.

2. Observational Survey

a. Development of the Instrument

The 73 items on the observational instrument were developed after review of the CDA competencies and functional areas. The six competencies from the CDA were used as organizers for the instrument items. Since the content of the training program was developed from the CDA competencies, to determine training program effectiveness the behaviors were also developed from this same document. Also, observational instruments were reviewed to check comprehensiveness of the items and format of the instrument.

The observational instrument was field tested to make sure items could be observed within a two hour segment of time. For each item that might not be observed within a two hour observation, two sets of interview questions were developed. Items that required documentation or visual verification were also indicated on the instrument for observers.

b. Data Collection

Two experimental groups were randomly selected from participants in the training program; new providers and experienced providers. The new providers were those participants who were not licensed and/or with less than three years of experience being a family day care provider. Experienced providers were licensed and/or had more than three years experience being a family day care provider. The control group was selected from the list of providers who indicated an interest in the training but did not enroll in the training program. The summary of phone calls and attempts to solicit participants for the observational research follows (Table 6). A pre- and posttest observation was made on each subject by one of three trained observers.

Reliability of the items on the observational instrument was determined through paired observations made by three graduate students in early childhood education. The graduate students were totally unacquainted with the providers they were to observe. The observers were given three hours of introductory training to use the observational instrument and two hours of review training before posttest observations were made to reassess interrater reliability. The training sessions included discussions of the mechanics involved in the use of the instrument and viewing videotapes. The observers then made observations, each up to two hours duration, at three different family day care homes prior to data collection. The mean percentage of agreement for five training checks ranged from .88 to .95 with a median of .92.

Over ninety observations and eleven interrater reliability checks were completed by the three observers. Interrater reliability was calculated by determining the percentage of agreement between observers; that is, the proportion of occasions in which the two raters made the same decision in scoring. The reliability coefficients for the 73 items on the observational survey ranged from 0.90 to 1.00 with a median of 0.97.

Forty-two subjects, fourteen subjects in each group, were observed during the first two months of the training program and again during the last two months of the program. There was at least a six month time interval between the pre- and posttest observations. Observations were made during the time children were not napping. Most observations were made during the morning hours before lunch. Each provider was contacted prior to the observation and an appointment was made.

Table 6
Observational Survey Participant Summary

1. Control Group		
A). Initial contact - total number of names on list		59
1) Phone call summary		
(a) No answer (3-5 tries)		7
(b) No longer providing care or no children in care		13
(c) Refusals		13
(d) Wrong numbers or disconnected phones		5
(e) Agreed to participate		21
(f) Changed mind		5
B). Pretest observations		16
C). Posttest observations		
1) Reasons for change		
(a) Moved		
(b) No longer in child care		
(c) Sickness		
(d) Moved from experienced list to control list (Provider did not participate in program)		
D). Number of matched pre/post observations		14
2. New Provider Group		
A). Initial contact-number of names on list		
1) Phone call summary		
(a) No answer (3-5 tries)		3
(b) No children in care		7
(c) Refusals		4
(d) Wrong number		0
(e) Agreed to participate		18
B). Pretest observations		18
C). Posttest observations		
1) Reasons for change		
(a) No longer in child care		2
(b) Family problems		1
(c) Provider in hospital		1
D). Number of matched pre/post observations		14
3. Experienced Provider Group		
A). Initial contact number of names on list		29
1) Phone call summary		
(a) No answer		0
(b) No children in care		1
(c) Refusals		5
(d) Wrong number		0
(e) Agreed to participate		23
(f) Changed mind		5
B). Pretest observations		18
C). Posttest observations		
(a) No longer in child care	2	
(b) No children in the summer	1	
(c) Moved one provider to control group (Provider never attended any of the program)	1	
D). Number of matched pre/post observations		14

c. Analysis and Results

For the observation instrument as a whole, a one-way analysis of variance of the mean change- score difference between the three groups indicated a trend in the right direction but no significant difference between groups ($F(2,39) = 2.00$, p .10. The new provider group had the greatest change ($M = 10.000$),s the experienced group mean change was 3.286 and the control group mean change was -6.786.

On seven of the 73 items from the observational instrument an analysis of variance indicated a significant difference ($p < .05$) between the three groups on mean change score. Table 8 shows these items and the accompanying statistics.

To determine the effect of attendance on gain score, the participants were broken down into three groups based on the number of meetings they attended. Group 1 was made up of the participants who attended no group meetings. Group 2 was made up of the participants who attended one to six group meetings. Group 3 was made up of the participants who attended seven or more group meetings. An analysis of variance of the 73 items revealed that on only three items was there a significant difference in mean change score between the three groups. Table 8 shows these items.

In comparing the mean scores on the pre-and posttest the new providers had positive mean gains on fifty-one items. The experienced group had positive mean score gains on thirty-nine items and the control group had positive mean score gains on only twenty-two items. Thus, the two groups participating in the training program exhibited more positive change on the observational items. The difference was not statistically significant, however. Perhaps a larger sample size would probably have

yielded significant results, since the present data hints appears to be indicating that the training had positive effects on provider behaviors, knowledge and attitudes.

Great care must be taken in interpretation of these research results. Two or three of the 55 items are expected to be significant due only to chance. These differences are suggestive only and definitive interpretation will require replication of this research.

Table 7
One-Way Analysis of Variance on
Observational Items by Group

Item	Group Mean Change Score			F Ratio	DF	Prob.
	New Experienced		Control			
Conducts activities in a positive, relaxed and pleasant atmosphere to reduce tension and stress: a. Calm voice b. Appropriate pace c. Allows for choice	.7143+	.0000	-.4286*	3.932	2,39	.028
Attends to each child's physical needs: a. Toileting b. Eating c. Exercising d. Napping	.0000*	1.000+	.1429*	4.74	2,39	.014
Helps children develop small-muscle control through activities: a. tearing b. cutting c. painting d. drawing e. using tools f. buttoning g. zipping	.4286+	-.5714*	-.2857	3.31	2,39	.046
Encourages children to talk about their experiences and to describe what they are doing.	.1429+	-.1429	-1.286*	3.38	2,39	.044
Provides for "sensory" activities with children: a. Water play b. Sand play c. Finger painting d. Tempera painting	1.5714+	.2857*	.0000*	5.29	2,39	.009
Utilizes TV as an educational experience where provider joins children and extends learning through questions.	-.4286	.6429+	-1.1429*	3.54	2,39	.038
Encourages preschool children to use problem solving techniques by first modeling, then facilitating and finally letting children solve their own problems.	1.1429*	-.2857+	1.0714*	3.35	2,39	.045

The groups marked with a + are significantly different from the groups marked with a * at the .05 level. (Ducan Multiple Range Test) Groups not marked with a or + are not significantly different from any other group.

Table 8
One-Way Analysis of Variance of Observation Items
by Number of Group Meetings Attended

Item	Mean Change Scores			F Ratio	DF	Prob.
	0 meetings	1-6 meetings	7-9 meetings			
Encourages children to talk about their experiences and to describe what they are doing.	-1.333*	-.2222	.2222+	4.49	2,39	.017
Utilizes TV as an educational experience where provider joins children and extends learning through questions.	-1.2000*	.8889+	-.1667	4.03	2,39	.025
Maintains up-to-date written records concerning the growth, health, behavior, and progress of each child and the group and shares the information with parents.	-.6667*	-.2222	.3889+	3.26	2,39	.048

The groups marked with a + are significantly different from the groups marked with a * at the .05 level. (Ducan Multiple Range Test). Groups not marked with a * or - are not significantly different from any other group.

3. Survey on Provider and Spouse Attitudes Toward Work/Family Issues

a. Development of Instrument

An interest from one of the providers serving on the advisory board sparked the development of the survey on work/family issues. Providers were questioning whether spouses, families and friends were a source of support. Another reason this survey was administered was that many of the providers in the first year training project had been coping with many family problems that seemed to affect their competence as a family day care provider.

The survey was developed by reviewing other work/family surveys used to assess employees work/family situations. Provider concerns, problems, responsibilities, attitudes, values, and support systems were assessed on this survey. The survey results were used for discussions about adjustments family day care providers must make and how to cope with everyday problems. The results also revealed to those working with the family day care providers about the complexity of providers lives. Many providers were in need of referrals to community services so that they could cope with the problems in their lives.

Another rationale for the survey was the current interest in 1) roles for women (Kandel, Davies and Raveis, 1985), 2) the role of the social environment at work and mental health (Repetti, 1987) and 3) how personal happiness is affected by marriage and job satisfaction (Benin and Nienstedt, 1985). Family day care providers, because they work at home and care for young children, often do not receive respect for their contribution to society from family, friends and the community in general. How the provider and spouse or partner views work and family roles appears to be important information for people involved with family

day care training.

b. Data Collection and Analysis

The four agencies were asked to distribute the surveys to providers at a group meeting. The spouse or partner form had a business reply envelope and a letter explaining the study attached. Each agency had a different method of distribution and interest varied in having the survey completed. Different distribution procedures with tighter controls would be recommended in future studies. Results were tabulated and simple frequency counts with percentages have been reported.

c. Results

Forty providers or 44% of the participants in the training project completed the survey. Sixteen spouses or providers returned the survey. A summary of the frequency counts of the two surveys can be found in Appendix N.

The greatest number of providers 50% reported concern over finances. The average number of family concerns per provider was 2.7. Providers are primarily responsible for domestic chores but share with their spouse or partner maintenance tasks and tasks involving their own children.

The majority of providers (65%) responding to the survey reported they were satisfied with the work/family balance in their lives. Sixty-five percent of the providers reported less stress now than a year ago and that home day care does not interfere with normal family routines.

Providers indicated that they receive adequate financial (63%), career (58%), emotional (57%), and family (50%), support from their spouse or partner. There were one or two providers though, who indicated a lack of support in all areas.

Family member and relatives was the category most often marked (52%) as the group of people providers could count on to give personal or emotional support. Family (95%) and work (93%) were very important to the family day providers. The majority of providers (70%) did not want to change their jobs.

Although the results of this survey cannot be generalized to any other population, the issues addressed in this survey are ones that need to be closely examined. The home environment where the provider and children spend their time needs to be harmonious. Providers need to be supported in their career choice and valued for their work contribution. An awareness, and discussion of these issues would appear to be beneficial for family day care groups and training programs.

Conclusions

The data from this study is not conclusive but suggestive. The training program was successful but overall significant results were not obtained between training and control groups. The number of gain scores favored the training groups and did indicate that behaviors, attitudes and knowledge can be positively influenced by training. Additional evaluation, research and replication of the findings of this report would help document the success of this training model.

This particular training model appears to be helpful and well received by various social-economic groups as well as in suburban and urban areas. The training model was replicated successfully by three agencies and these same agencies are currently providing the training for a second year.

Individual providers expressed appreciation and gratitude for the training opportunity. The providers' feelings of competence were

enhanced and actual provider-child interactions improved. Some of the parting comments from the providers follow:

"Thanks a lot. This program has been very helpful to my child care business. It helps me to organize and shows me how to take better care of my kids." (Editing by author)

"Keep this program available. It is very informative and helpful."

"I think this is a excellent program."

"I love my classes."

"I hope this program will be in Jackson County forever."

Systematic, well designed research studies are needed to make definitive interpretations about the effectiveness of training. This project has been an initial effort in the Kansas City community for systematic introductory training for family day care providers. The success of this project will hopefully encourage continuation of training efforts locally and in other communities across the nation.

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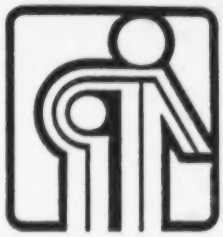
Appendix A

Recruiting Forms

1. Information Sheet
2. Pre-enrollment Information
3. Intake Form
4. Application
5. Agreement Form
6. Sample Schedule of Available Meeting Times

Jackson County Family Day Care Project



Information Sheet
on the Jackson County Family Day Care Project

The University of Missouri - Kansas City School of Education and The University of Missouri - Cooperative Extension Services have received money from the US Department of Health and Human Services for a two year program to recuit and train family day care home providers in the Jackson County area. As a part of an existing community effort to meet the needs of working parents in the Kansas City area, this project will increase available child care services by recruiting family day care home providers and improving the quality of out of home care for children through training and support.

A four tiered education program will be designed to meet the family day care home providers varying backgrounds of experience, education, and learning styles. Twenty new and fifteen family day care providers already offering child care services will be recruited for this model training project during September. The educational components of the project will include home visits, group meetings, resource lending library and weekly radio broadcasts. The group meetings and weekly radio broadcasts on KCUR will be available to all family day care providers in the Kansas City area. Since the need for additional child care services and training of child care providers in the Kansas City area and has been documented by the Metropolitan Child Care Study this project will further the efforts to mee the needs of working parents by 1) increasing the number of family day care homes, 2) setting up a support system and network between existing family day care providers, and 3) helping providers become more knowledgeable about child care.

Seven agencies of institutions have joined UMKC and the UMC Cooperation Extension Service in forming the Metropolitan Family Day Care Consortium; YWCA of KC, Inc., Wyandotte Family and Children Services, Family and Children Services of KC., Johnson County Child Care Association, KCMC Child Development Association, the School District of Kansas City, Missouri and the Missouri Division of Family Services. Training programs will be offered in all five counties of the metropolitan community.

For additional information call Sue Vartuli (816) 276-2470.

This project is a joint effort of

University of Missouri-Kansas City

FAMILY & CHILDREN SERVICES

Missouri Cooperative Extension

Jackson County Family Day Care Project

Jackson County Family Day Care Project Pre-enrollment Information

When you participate in the Jackson County Family Day Care Project you will:

- attend nine group meetings
- have nine home visits
  (Coordinator's name) will visit you to offer suggestions and information that will be helpful to you
- receive monthly incentives for each group meeting attended. Incentives include free books, toys and equipment for your day care business.
- be able to borrow resource materials from the Learning Resource Center
- have the opportunity work on a Child Development Associate credential
- to receive a textbook which includes information covered at the group meeting and home visits

<u>You will learn</u>:

- The process and procedure of beoming a family home day care provider or how to be more effective at providing care for your children
  Good business techniques of starting a family day care home (How to recruit, collect fees, food program, etc.)
- Licensing requirements
- Good health, safety and nutritional practices and guidelines for children
- How to set up areas for daily childcare needs
- How to prevent problems from occurring with children by nurturing positive self esteem
- Positive guidance and discipline
- How infant and children learn and what you can do to help
- How to encourage physical and creative development in children of all ages
- How to build relationships and work well with families
- What resources are available to assist you in developing your own goals as a child care provider

You will have the opportunity to express concerns and share ideas with others.

You will receive the names, and phone numbers and addresses of other providers in the project and can make new acquaintances and can exchange ideas about child care

Time_____
Call taken by:_____

DAY CARE PROVIDERS INTAKE FORM

Name of prospective provider_____

Address_____ Zip Code_____

HOW DID YOU HEAR ABOUT OUR PROVIDER PROGRAM?

_____	Radio	_____	R&R Agency
_____	TV	_____	Poster _____(location)
_____	Friend	_____	Flier _____(location)
_____	DFS		Other _____

ARE YOU PRESENTLY PROVIDING CHILD CARE? _____yes _____no

WOULD YOU LIKE INFORMATION ABOUT BECOMING LICENSED? _____yes _____no

ARE YOU INTERESTED IN RECEIVING INFORMATION ABOUT FORMAL TRAINING PROGRAMS FOR DAY CARE PROVIDERS? _____yes _____no

WOULD YOU LIKE TO RECEIVE SOME INFORMATION ABOUT BECOMING A MEMBER OF OUR CHILD CARE REFERRAL NETWORK? _____yes _____no

COMMENTS/QUESTIONS

_____

_____

_____

_____

_____

_____

_____

_____

_____

This call referred to:

_____Jackson Co. FDC Proj.	_____WFCS
_____JCCA	_____YWCA
_____DCC	_____Family Day Care Exchange
	_____FC&S Training Project

Jackson County Family Day Care Project

Application and Agreement Form for Family Day Care Training

Name:_____

Address:_____
Street City State Zip

Age:(optional)_____

Do you have children of your own?

____ Yes ____ No

What are the ages of your children and how many children are living at home?

_____

_____

Highest Level of Education: (Circle One)
High School: 9 10 11 12
H.S. Diploma or G.E.D.
C.D.A. Degree
A.A. Degree
B.S. or B.A.
College Hours - How many?_____

Family Day Care Information:
Do you have a day care license? ____ Yes ____ No
Are you currently providing childcare? ____ Yes ____ No
How many children are currently in your care?_____
How many years have you provided care for children?_____
How or where di you learn about the family day care project?_____

Statement to be Signed by Applicant:

I have read the information sheet on the family day care project. I understand there will be a 9 month training period and that I will be expected to attend and participate in 9 group meetings and 9 home visits. I am aware that I am personally responsible to initiate and operate my own family day home and to use the information received from the training program to run an effective program. I understand that fo every group meeting I attend, I will receive an equipment incentive voucher for my participation. The incentive vouchers will be used to obtain materials and equipment to assist in my family day care business. I will select items from a list of selecte choices.

Date:_____ Signature:_____

Jackson County Family Day Care Project

Agreement Form For Family Day Care Training

Name:_____

Phone:_____

Address:_____
Street City State Zip

House____ Apartment____ Duplex____

When would be a good time to call you on the phone?

_____

When and how long is your lunchtime?

_____

What do you hope to get out of the Family Day Care Training?

What one thing would help you most?

Statement to be Signed by Applicant:

I have read the information sheet on the family day care project. I understand there will be a 9 month training period and that I will be expected to attend and participate in 9 meetings and 9 home visits. I am aware that I am personally responsible to initiate and operate my own family day home and must have access to children in my home or another center, by the 3rd month and to use the information received from the training program to run an effective program. I understand that for every group meeting I attend, I will receive an equipment incentive voucher for my participation. The incentive vouchers will be used to obtain materials and equipment to assit in my family day care business. I will select items from a list of selected choices.

Date:_____ Signature:_____

Mail agreement to: 84

Jackson County Family Day Care Project

GROUP MEETING TOPICS, DATES AND TRAINING SITES

MEETING	TOPIC	DATE AND SITE: WEEK NIGHT	DATE AND SITE: SAT. MORNING	RADIO PROGRAMS
1.	Process & Procedure of Becoming a Family Home Day Care Provider	Mon., Oct. 19 - Voc-Tech Tues. Nov. 3 - YWCA	Sat. Oct. 17 - UMKC Sat. Nov. 7 - YWCA	MONDAYS - 1:00-1:13 p.m. KCUR-FM 89 Beginning March 2nd
2.	Promoting Good Health, Safety and Nutritional Practices	Tues. Nov. 10 - JCCCA Mon. Nov. 16 - Voc.-Tech Tues. Dec. 1 - YWCA	Sat. Nov. 14 - Wyandotte Sat. Nov. 21 - UMKC Sat. Dec. 5 - YWCA	Observing Children Safety in the home and in transporting children Health practices Caring for your own and other children Nutrition
3.	Nurturing Positive Self Esteem and Preventing Problems from Occurring All participants need to be providing care for children in their home or at a Center	Mon. Dec. 7 - Voc-Tech Tues. Dec. 8 - JCCCA Tues. Jan. 5 - YWCA	Sat. Dec. 12 - UMKC Sat. Dec. 12 - Wyandotte Sat. Jan. 9 - YWCA	Developing autonomy Self Concept Social development Separation, transition and stress
4.	Positive Guidance and Discipline	Tues. Jan. 12 - JCCCA Mon. Jan. 18 - Voc-Tech Tues. Feb. 2 - YWCA	Sat. Jan. 9 - Wyandotte Sat. Jan. 16 - UMKC Sat. Feb. 6 - YWCA	Preventing problems from happening When problems occur (infant/toddler) Identifying and reflecting feelings When problems occur (pre-school/school age)
5.	Developing Intellectual Competence	Tues. Feb. 9 - JCCCA Mon. Feb. 22 - Voc-Tech Tues. Mar. 1 - YWCA	Sat. Feb. 13 - Wyandotte Sat. Feb. 20 - UMKC Sat. Mar. 5 - YWCA	The value of play Creative activities Physical development and activities Encouraging curiosity and problem solving
6.	How to Advance Physical and Creative Development	Tues. Mar. 8 - JCCCA Mon. Mar. 21 - Voc-Tech Tues. Apr. 5 - YWCA	Sat. Mar. 12 - Wyandotte Sat. Mar. 19 - UMKC Sat. Apr. 9 - YWCA	Language Development Ages and Stages Field trips Activities in the home
7.	Relationships with the Family	Tues. Apr. 12 - JCCCA Mon. Apr. 18 - Voc-Tech Tues. May 3 - YWCA	Sat. Apr. 9 - Wyandotte Sat. Apr. 16 - UMKC Sat. May 7 - YWCA	Special needs child and family What parents look for when selecting child care Family needs and stresses Values and multicultural education
8.	Individual Philosophy, Goals and Objectives	Tues. May 10 - JCCCA Mon. May 16 - Voc-Tech Tues. May 31 - YWCA	Sat. May 14 - Wyandotte Sat. May 21 - UMKC Sat. June 4 - YWCA	The Role of Child Care Providers in Society
9.	Business Aspect of Starting a Family Day Care Home For more information Call 276-2470	Tues. June 14 - JCCCA Mon. June 20 - Voc-Tech Tues. July 5 - YWCA	Sat. June 11 - Wyandotte Sat. June 18 - UMKC Sat. July 9 - YWCA	For more information Call 373-5500

This project is a joint effort of

University of Missouri-Kansas City

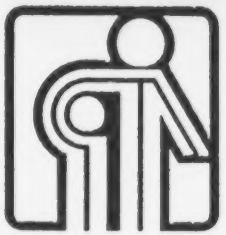
FAMILY & CHILDREN SERVICES

Missouri Cooperative Extension

Appendix B

Certificate of Program Participation

Jackson County Family Day Care Project



This certifies that

_____

participated in a 9 month Family Day Care Training Project and completed ___ Group Meetings and ___ Home Visits

_____
Sue Vartuli, Co-director Family Day Care Project

_____
Ruth Pirch, Co-director Family Day Care Project

_____
Evelyn Blair, Coordinator Family Day Care Project

_____

This project is a joint effort of the University of Missouri-Kansas City, Family & Children Services of Kansas City Inc., Missouri Cooperative Extension and the School District of Kansas City, Missouri.

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Appendix C

Radio Broadcast Topics and Sample Script

Living and Learning with Children

A radio program designed for family day care providers, and anyone else who lives with young children, including parents and grandparents.

kcur fm 89

Every Monday 1-1:15 p.m.

Co-hosts:
Ruth Pirch, Family and Child Development Specialist, University of Missouri Cooperative Extension
Sue Vartuli, Ph.D., Associate Professor, Early Childhood Education, UMKC

This radio program is part of the Jackson County Family Day Care Project.

This project is a joint effort of
University of Missouri-Kansas City

Missouri Cooperative Extension

The Kansas City, Missouri School District

Schedule of Radio Program Topics

October
26 Observing Children

November
2 Safety in the Home
9 Health Practices
16 Caring for Your Own and Other Children
23 Nutrition
30 Nurturing Autonomy

December
7 Developing Positive Self Concept
14 Social Development
21 Separation, Transitions and Stress
28 Preventing Behavior Problems

January
4 When Behavior Problems Occur-Infant/Toddler
11 Indentifying and Reflecting Feelings
18 When Behavior Problems Occur-Preschool/School Age
25 The Value of Play

February
1 Creative Activities
8 Physical Development
15 Encouraging Curiosity and Problem Solving
22 Language Development
29 Ages and Stages

March
7 Field Trips
14 Activities in the Home
21 The Special Needs Child
28 Selecting Child Care

April
4 Family Needs and Stresses
11 Values and Multicultural Education
18 The Role of Child Care Providers in Society

Observing Children
Radio Script #1
Jackson County Family Day Care Project

Welcome to living and learning with children.

This radio program is part of a training project for family day care providers. The information shared on this weekly radio program will be general enough to interest parents, grandparents and anyone who cares for children.

Anyone interested in becoming a family day care provider can call 753-5280 for more information. The training for home providers is a nine month program including group meetings and home visits. Networking and support systems will be established to help child care providers overcome feelings of isolation. So if you would like to care for working parent's children in your home call today at 753-5280.

The recruiting and training program is co-directed by our co-hosts for this show, Ruth Pirch, Child and Family Development Specialist and Sue Vartuli, Associate Professor of Early Childhood Education. Today's program will focus on the value of observing children.

* Question 1: Many of us are so busy that we don't have time to stop and watch our children. Why is it important we take time to observe our children?

One of the best ways to assess whether our children are functioning normally is to observe their behavior and compare the behavior to established norms. But child care providers can use the information from observing children to gain an in-depth understanding of children and better understand the children's sequence of growth. Observing children can help us to support individual development and to give special help where children are slow to develop.

The most capable teachers are good observers because they see children as individuals and are aware of each child's feelings and thoughts. Effective teachers pick up clues from children's movements and gestures and then select experiences that are meaningful to each child.

Question #2: If I am just observing my children in the living room is this what you're talking about?

There are two types of observing - informal and systematic. Informal observations help us know such things as when we need to change activities for children, when they are tired, hungry or sick. Children give us a lot of information if we just watch their nonverbal gestures and listen to them.

Each of us has our own biological clock and since development occurs in a particular sequence, child care providers can assess children's development to provide them with appropriate activities, materials and experiences.

Question #3: As a parent, would I do this any differently as a teacher?

Teachers and child care providers tend to be more systematic in their observations of children in that they make an initial assessment of each child's abilities and make notes of each child's strengths and weaknesses. Child care providers can then plan activities based on the children's needs

and periodically check the progress of each child. All this information can then be used to report to parents so they can share in the joy of their children growing and learning.

As child care providers make observations they need to make sure they are objective in their reporting and documenting the children's behaviors. One thing that differentiates teachers/providers and parents is that child care providers can be more objective in what they are seeing. Child care providers can reduce distortions in behavior that are the results of value judgment, biases, defenses or preconceptions. Parents sometimes do not view their children as objectively and so a child care provider's systematic observations can be very helpful.

Question #4: Do you mean as a parent I may not be able to judge my child objectively?

Parents sometimes overrate or underrate their child's abilities and a child care provider can help parents understand what is normal developmental behavior.

The most vital information that providers can record is reoccurring patterns of children's behavior. When patterns of behavior emerge over time based on behavior actually observed they help child care providers document growth patterns and help providers plan appropriate activities for the children in their care.

* Question #5: What should one look for when they are watching children at play?

There are many areas of development a provider can focus on: emotional, social, physical, intellectual and creative development.

When child care providers watch children playing they can focus on the any aspect of the child's development but let's examine social emotional development of the child first. One can watch how children interact and how they get along with one another. The real young child and toddler will usually play alone and enjoy interacting with toys and adults but will not interact much their peers. The three-year-old is still inclined to play by themselves or with one other child in parallel play. The preschool child plays best in small groups but only after mastering the give and take with one other child.

Question #6: Children like to play mommy and daddy. What does this tell us?

It is particularly revealing to watch children role play in dramatic play areas. When children pretend and act out adult roles they are trying to understand the world and how they fit into the family, community and society. Children tend to imitate what is meaningful to them and will repeat play themes as they cope with experiences that cause them pleasure and stress. For instance, when a new baby arrives, older siblings react to the sudden loss of parental attention. Observing their play behavior helps us know when children are having difficulty coping with the family change. The child may want to act like a baby to get all the attention the new baby is receiving.

Question #7: So if I see my 4 yr. punching dolls, this is

normal behavior?

Hostile or negative actions towards dolls can let child care providers know that the child needs help in coping with this new family change. Once the child care provider has observed this behavior she/he can then reflect the child's feelings, read books on new siblings and let the child release negative feelings in acceptable ways including using such activities as play dough, paint or markers, talking, and physical exercise.

Question #8: So a family provider might jot down information share it with parents and adjust her actions.

Yes, it is helpful for parents and providers to work together to help children cope with crisis situations. Another thing Ruth to remember is when children are in groups many conflicts occur as children interact. Child care providers need to observe interactions and try to make sure the children have enough space or when to simplify an activity or when to step in and offer assistance. Getting to know each child and recognizing their patterns of interaction can help child care providers make decisions on, if and how to intervene.

Question #9: Do you think we as adults step in too soon?

Many times adults get involved too soon and give young children too much assistance. One of the best ways for children to learn is to let the children try it themselves. Children feel so gratified when they put on their own sock, zip their own coat, and pour their own milk. All it takes is a patient adult who is aware of each child's capabilities. An adult need to challenge each child to try more difficult but the tasks must be reasonable.

Question #10: What might be an example of challenging the child at a task?

One of my college students shared a story the other day about a pre-school child asking her to draw a spider. The child insisted that he could not draw a spider. So the student teacher asked him how a spider looked, knowing the child had his own mental picture of a spider. The child started talking about the long legs and illustrated what he meant on the paper thus completing the desired picture. He was quite proud of his spider and exclaimed that "he did it himself."

Question #11: And had the teacher drawn it for him then the same result would not have occurred?

No indeed! If we only allow children a little more time and encouragement they can really feel the internal self satisfaction all humans strive for.

Question #12: Can observing children help us detect learning problems?

Yes, by observing how close the children hold picture books or cereal boxes can tell the provider if the children can see well. How the child responds or does it respond to noises or voices may indicate hearing

problems. Since hearing losses can be so damaging to language development it is hoped that these problems are detected as early as possible. Child care providers after noticing a pattern of behavior can then ask the parent to see a specialist doctor for further diagnosis.

* Question 13: You have mentioned social, emotional and physical development. What behavior does a provider focus on when assessing intellectual or creative development?

When the child care provider watches the young child carefully she can observe intellectual growth. Infants start reaching for objects and toddlers experiment with cause and effect relationships. It's wonderful to watch the child's actions and movements as they try to solve problems or achieve a goal. Adults who are good observers can see children reasoning, and thinking as they manipulate their toys and interact with the environment. Providing children with appropriate toys and an environment that encourages exploration will increase intellectual development.

Listening to children talk can help providers better understand the child's reasoning abilities. Language development is an important indicator of intellectual ability. When children verbalize thoughts or ask questions they give child care providers insights into how they are thinking and what is meaningful to them.

Question #14: What do we look for in children's creative development?

Creative development can also be assessed by adult observation. When children are given materials that can be used in many ways, called open ended materials, children can then be creative. Play dough, finger paints, tempra paint, collage materials all offer endless possibilities of expression.

Question #15: These are messy activities. Are you suggesting providers use these?

Well if you prepare the environment even activities that maybe a little messy can be done very effectively without much bother. You have to prepare the environment and cover things with paper and the children can help you clean up. It really isn't that much problem after it's all said and done, and its very valuable for the young child to express themselves completely. You know even the scribbles of a three year old releases feelings and helps a provider understand what level of development that child is at. It's important that as a child care provider you allow free expression without imposing any kind of model or interfering with the child's expression. You know craft activities that we all think are so cute are really for school age children who already have the small muscle control and they're the ones that are going to be successful in accomplishing crafts or projects.

Question #16: Do you mean if I have a beautifully decorated valentine that I show the children and expect them to make one that I am setting a model for them that perhaps they can or cannot do?

It's real important that we think about setting models for children and the fact that they really do not have the skills, many of them, to accomplish this successfully.

Question #17: So they might be frustrated by looking at my model?

Definitely, you set the child up for flustration when you provide models for the child. Models do not allow for creative expression to take place because you have already decided what the end product will look like. It's far more important to have it open ended so the child can really express themselves completely.

Well you've given us some great ideas on creative development and thinking on now.

Question #18: Well you've given us some great ideas on creative development and thinking on now. After providers have watched carefully and have recorded or written down behaviors, incidents or activities, how does she make use of the information?

By observing children over time and recording the children's behaviors, language and interactions, child care providers will be reassured that the children in their care are growing and developing normally. The observations will help child care providers plan activities and select toys that are developmentally appropriate and meaningful to the child. After observing, the child care provider can plan activities to give children practice in areas where needs have been demonstrated or set the stage for children to be challenged. Also by careful observing the child care provider can let parents know when development is not proceeding normally so help can be obtained.

Adults can learn so much by watching the children in their care. Children can teach us so much if we just take time and watch the children.

Closing

If you have any questions about the information shared here today please call 373-5500. Sue and I welcome your questions.

Next Monday at 1:00 our topic will be safety in the home We hope you can join us then and every Monday at this time to learn more about caring for children.

This training project has been funded by a grant from Health and Human Services including contributions from UMKC, UM-Cooperative Extension, and the Kansas City, Missouri School District. We'd like to thank UMKC for contributing production time and thank our engineer Kevin Daner.

January 8, 1987
Sue Vartuli

Appendix D

Videotape Sample Scripts

SCRIPT FOR VIDEO TAPE

TRANSITION TIMES FOR FAMILY DAY CARE

FAMILY DAY CARE PROVIDERS FACE MANY CHALLENGES EVERY DAY. TRANSITIONS SEEM TO BE HECTIC TIMES IN EVERY PROVIDERS DAY. I AM SUE VARTULI AND AS A PART OF OUR FAMILY DAY CARE TRAINING PROGRAM WE HAVE DEVELOPED THIS VIDEO TAPE TO HELP FAMILY DAY CARE PROVIDERS SEE HOW THREE EXPERIENCED PROVIDERS DEAL WITH STRESSFUL TRANSITION TIMES. THE TIMES WE WILL FOCUS ON ARE WHEN CHILDREN SEPARATE FROM PARENTS, LUNCH AND NAP TIME AND FINALLY REUNITING CHILDREN WITH THEIR PARENTS.

LET'S NOW SEE HOW SADIE COLE MAKES PARENTS AND CHILDREN COMFORTABLE AS THEY HAVE TO SAY GOOD BYE AND START THEIR DAY. SADIE MAKES PARENTS SECURE ABOUT LEAVING THEIR CHILDREN AND GREETS THE CHILDREN WITH GENUINE CARING. (PAUSE)

DID YOU NOTICE HOW SADIE INVOLVED THE CHILDREN IMMEDIATELY AND THE TRANSITION WENT SMOOTHLY.

DOROTHY MASSEY MAKES LUNCH AND NAP TIME GO SMOOTHLY THROUGH CAREFUL PLANNING. DOROTHY FIRST HAS THE CHILDREN HELP CLEAN UP. (PAUSE) EVERYTHING IS READY FOR LUNCH AND JUST WATCH WHAT EAGER EATERS DOROTHY HAS. (PAUSE) SO NAPS ARE NOT INTERRUPTED AND CHILDREN ARE COMFORTABLE, THE CHILDREN GO TO THE BATHROOM BEFORE NAPS. (PAUSE) AFTER USING THE BATHROOM THE CHILDREN ARE READY FOR A LITTLE PERSONAL ATTENTION AND SLEEP. (PAUSE)

AT THE END OF THE DAY WHEN EVERYONE IS TIRED, REUNITING CAN BE TEARFUL. CHILD CARE PROVIDERS LIKE KATE WINKLER MAKE THIS STRESSFUL TIME LESS EMOTIONAL BY RESPONDING TO BOTH THE CHILD'S AND PARENTS FEELINGS. (PAUSE)

PLANNING AHEAD FOR THESE TRANSITION TIMES AND MAKING SURE THE CHILDREN'S AS WELL AS THE PARENTS NEEDS ARE MET IS A CHALLENGE FOR ANY PROVIDER. HOPEFULLY THESE EXAMPLES HAVE GIVEN YOU SOME HELPFUL SUGGESTIONS FOR YOUR OWN FAMILY DAY CARE HOME.

SCRIPT FOR VIDEO TAPE

FAMILY DAY CARE PROVIDER RECRUITMENT

FAMILY DAY CARE IS A CHILD CARE OPTION PARENTS SELECT BECAUSE IT OFFERS A WARM, HOME SETTING IN WHICH CHILDREN CAN BE INVOLVED IN MEANINGFUL, REAL LIFE EXPERIENCES. FAMILY DAY CARE PROVIDES A VERY NEEDED SUPPORT SERVICE TO WORKING PARENTS. QUALITY FAMILY DAY CARE HOMES ARE NEEDED IN EVERY NEIGHBORHOOD.

NOT EVERYONE COULD OR SHOULD CARE FOR CHILDREN. IT TAKES SPECIAL QUALITIES, ABILITIES AND KNOWLEDGE TO BECOME A FAMILY DAY CARE PROVIDER. BECOMING A FAMILY DAY CARE PROVIDER MEANS MAKING A CAREER COMMITMENT AND POTENTIAL PROVIDERS NEED TO CONSIDER CAREFULLY THE PERSONAL, FAMILY, AND LEGAL RESPONSIBILITIES OF BECOMING A FAMILY DAY CARE PROVIDER.

I AM SUE VARTULI AND THIS TAPE HAS BEEN PRODUCED TO HELP POTENTIAL CHILD CARE PROVIDERS UNDERSTAND ABOUT THE REALITIES OF BECOMING A FAMILY DAY CARE PROVIDER. LET'S FIRST EXAMINE SOME PERSONAL QUALITIES ALL CHILD CARE PROVIDERS MUST HAVE. PROVIDERS MUST HAVE

... A GENUINE LIKING OF CHILDREN AND PATIENCE TO SPEND LONG HOURS WITH YOUNG CHILDREN

... POSITIVE FEELINGS ABOUT THEMSELVES, MATURITY, AND A SENSE OF HUMOR

... RESPECT FOR OTHER HUMAN BEINGS AND AN ACCEPTANCE OF EACH INDIVIDUAL CHILD

... PHYSICAL ENERGY TO ACTIVELY PARTICIPATE IN THE DAILY ACTIVITIES AND EXPERIENCES

... SENSITIVITY AND APPRECIATION FOR EACH UNIQUE INDIVIDUAL CHILD'S FEELINGS AND IDEAS

THE PROFESSIONAL QUALITIES NEEDED TO BECOME A SUCCESSFUL FAMILY DAY CARE PROVIDER INCLUDE KNOWLEDGE OF:

1. CHILD DEVELOPMENT
2. COMMUNICATION AND CHILD GUIDANCE SKILLS
3. PLANNING APPROPRIATE ENVIRONMENTS AND ACTIVITIES (FOR EACH CHILD)
4. PROPER HEALTH, SAFETY AND NUTRITIONAL PRACTICES
5. PARENT INTERACTION AND COMMUNICATION SKILLS AND
6. SUCCESSFUL BUSINESS PRACTICES

ON GOING PROFESSIONAL TRAINING OPPORTUNITIES IN OUR COMMUNITIES HELP FAMILY DAY CARE PROVIDERS OBTAIN THIS IMPORTANT KNOWLEDGE BASE.

SINCE FAMILY DAY CARE IS CARRIED OUT IN YOUR OWN HOME LET'S EXAMINE SOME IMPORTANT ISSUES FOR YOU TO CONSIDER.

FAMILY DAY CARE REQUIRES THE SUPPORT AND COOPERATION OF YOUR ENTIRE FAMILY. IF YOU HAVE YOUR OWN CHILDREN YOU NEED TO CONSIDER HOW YOUR CHILDREN WILL FEEL ABOUT SHARING THEIR ROOMS, TOYS, AND YOU. YOU MAY HAVE TO REMODEL OR REARRANGE YOUR HOME TO ENSURE THE CHILDREN'S SAFETY AND WELL BEING. YOUR FAMILY'S PRIVACY MAY BE INVADED BECAUSE CHILDREN MAY ARRIVE EARLY AND LEAVE LATE IN THE AFTERNOON.

YOU WILL BE ISOLATED FROM ADULTS FOR LONG PERIODS OF TIME AND NEED TO FIND PERSONAL SATISFACTION IN WORKING WITH CHILDREN. YOU WILL NEED TO BE FLEXIBLE TO ADJUST TO FAMILIES' AND CHILDREN'S CARING NEEDS, VALUES AND LIFESTYLES.

STILL KEEPING THOSE ISSUES IN MIND LET'S VISIT TWO SUCCESSFUL FAMILY DAY CARE PROVIDERS IN OUR COMMUNITY AND SEE HOW THEY DEALT WITH ONE OF THE MAIN CONSIDERATIONS--REARRANGING THEIR HOME TO ACCOMMODATE TO THEIR FAMILY AND CHILD CARE NEEDS.

OUR FIRST CHILD CARE PROVIDER IS KATE WINKLER. (GO TO VIDEO) SADIE COLE IS THE SECOND PROVIDER WELCOMING US AS WE VISIT HER HOME.

KATE, AND SADIE HAVE BOTH FOUND THAT FAMILY DAY CARE HOLDS MANY REWARDS AND ADVANTAGES. SOME ADVANTAGES INCLUDE:

- SETTING YOUR OWN HOURS
- CHOOSING YOUR OWN CLIENTS
- STAYING AT HOME WITH YOUR OWN CHILDREN
- NO NEED FOR SPECIAL CLOTHING
- NO RUSH HOUR TRAFFIC
- YOU CAN CONTRIBUTE TO THE GROWTH AND DEVELOPMENT OF MANY CHILDREN
- HELPING PROVIDE A VALUABLE SERVICE TO PARENTS WHEN THEY HAVE TO WORK
- RUNNING YOUR OWN SUCCESSFUL BUSINESS
- EARNING INCOME WHILE AT HOME

BECOMING A FAMILY DAY CARE PROVIDER DOES REQUIRE COMMITMENT, PATIENCE, SKILL, DEDICATION AND KNOWLEDGE. THERE IS A NEED FOR QUALITY FAMILY DAY CARE SERVICES IN OUR COMMUNITY. CHILDREN NEED CARING, LOVING, ENVIRONMENTS WHEN THEY ARE AWAY FROM HOME. YOU CAN MAKE THE DECISION TODAY TO PROVIDE THIS VALUABLE, REWARDING SERVICE FOR THE CHILDREN, AND PARENTS IN OUR COMMUNITY. FOR MORE INFORMATION ON BECOMING A FAMILY DAY CARE PROVIDER AND FAMILY DAY CARE TRAINING PROGRAMS CALL

JACKSON COUNTY	842-7538
JOHNSON COUNTY	341-6200 OR
	648-0424
WYANDOTTE COUNTY	788-5791

SCRIPT FOR VIDEO

COMMON PROBLEMS OCCURING IN FAMILY

DAY CARE

FAMILY DAY CARE OFFERS MANY CHALLENGES TO THE CHILD CARE PROVIDER. I AM SUE VARTULI AND AS A PART OF OUR FAMILY DAY CARE TRAINING PROGRAM WE HAVE DEVELOPED THIS TAPE TO SHARE WITH YOU FIVE PROBLEMS PROVIDERS MUST FACE EVERYDAY. WE ARE FORTUNATE TODAY TO HAVE WITH US THREE EXPERIENCED PROVIDERS WHO WILL SHARE THEIR RESPONSES TO EACH PROBLEM. OUR PANEL OF CHILD CARE PROVIDERS INCLUDES BEVERLY WATSON, BARBIE HILSTRAND, AND VANESSA KING. SINCE EVERY SITUATION IS SO COMPLEX, YOU WILL NEED TO DECIDE WHAT IS THE BEST SOLUTION IN YOUR OWN PARTICULAR SETTING.

LET'S GO TO OUR FIRST SITUATION.

SITUATION 1:

THE COST OF LIVING KEEPS GOING UP AND YOUR FOOD AND MATERIAL EXPENSES ARE INCREASING. YOU NEED TO RAISE CHILD CARE RATES. HOW WOULD YOU APPROACH YOUR PARENTS TO INFORM THEM OF THE INCREASE IN FEES? WHAT WOULD YOU SAY TO THE PARENTS?

BEFORE WE HEAR FROM OUR EXPERTS, OUR LISTENING AUDIENCE MAY WANT TO DISCUSS THEIR RESPONSES AT THIS TIME. (PAUSE) NOW LET'S GO TO OUR PANEL OF EXPERTS.

SITUATION 2:

YOU HAVE BEEN CARING FOR CHILDREN TEN HOURS A DAY FOR OVER TEN MONTHS. YOU NEED SOME TIME OFF. HOW DO YOU RATIONALIZE YOUR NEED OF VACATION TIME INCLUDING TAKING OFF LEGAL HOLIDAYS?

WHAT DO YOU SAY TO THE PARENTS?

OUR LISTENING AUDIENCE MAY WANT TO DISCUSS THEIR RESPONSES AT THIS

TIME. (PAUSE) NOW LETS HEAR FROM OUR EXPERTS.

SITUATION 3:

JOEY HAS ARRIVED AT YOUR HOME WITH A FEVER. THE PARENT HAS TO PREPARE FOR A PRESENTATION AT WORK. WHAT DO YOU SAY TO THE PARENT?

OUR LISTENING AUDIENCE MAY WANT TO DISCUSS THEIR RESPONSES AT THIS TIME. (PAUSE)

SITUATION 4:

THE SMITHS ARE LATE AGAIN IN PICKING UP THEIR CHILD. YOU HAVE A FAMILY OBLIGATION AND THEY ARE OVER THIRTY MINUTES PAST YOUR CLOSING TIME. WHAT DO YOU DO? WHAT DO YOU SAY WHEN THEY ARRIVE?

YOU MAY WANT TO THINK ABOUT YOUR RESPONSES AT THIS TIME. (PAUSE) NOW LETS GO TO OUR PANEL.

SITUATION 5:

PAT HAS BEEN A VERY DIFFICULT CHILD TO CARE FOR. YOU'VE DISCUSSED MANY PROBLEMS WITH THE PARENTS BUT PAT CONTINUALLY DISRUPTS YOUR ENTIRE HOME. YOU'VE BEEN CARING FOR PAT FOR OVER THREE WEEKS AND ARE AT YOUR WITS END. EVERYONE IS UNHAPPY WITH THE SITUATION. WHAT DO YOU SAY TO THE PARENTS? TO THE CHILD?

OUR LISTENING AUDIENCE MAY WANT TO DISCUSS THEIR RESPONSES AT THIS TIME. (PAUSE) NOW LETS GO TO OUR FAMILY DAY CARE PROVIDERS.

TODAY YOU'VE HEARD SOME VERY CREATIVE SOLUTIONS TO VERY REAL PROBLEMS FAMILY DAY CARE PROVIDERS FACE EVERYDAY. THE SUGGESTIONS YOU'VE HEARD TODAY ARE ALL POSSIBLE SOLUTIONS FOR YOU TO CONTEMPLATE BUT YOU MUST DECIDE WHAT WILL WORK FOR YOU IN YOUR OWN PARTICULAR SITUATION. I'D LIKE TO THANK OUR EXPERIENCED PROVIDERS FOR SHARING THEIR IDEAS. I HOPE ALL YOUR PROBLEMS CAN BE SOLVED AS EASILY AS THE ONES WE DISCUSSED TODAY.

Appendix E

Formative Evaluation Forms

1. Group Meeting Evaluation Form
2. Home Visit Evaluation Form

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Date:_____ Highest Level of Education: (Circle One)

In Which Family Day Care Project are you enrolled?

____ YWCA ____ Jackson County
____ Wyandotte ____ Johnson County
____ Guest

High School: 9 10 11 12
H.S. Diploma or G.E.D.
C.D.A. Degree
A.A. Degree
B.S. or B.A. Degree
College Hours - How many?____

How many group meetings have you attended? (Circle One)

1 2 3 4 5 6 7 8 9

2. Reaction to today's training seesion:

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
A. Relevant	____	____	____	____	____
B. Waste of time	____	____	____	____	____
C. Interesting	____	____	____	____	____
D. Well prepared and organized	____	____	____	____	____

3. Training content:

A. Covered too much material	____	____	____	____	____
B. Covered too little material	____	____	____	____	____
C. Informative	____	____	____	____	____
D. Applicable to your situation	____	____	____	____	____

4. The most helpful about today's session: _____
_____

5. The least helpful about today's session: _____

6. Did this training session meet your expectations? Yes____ No____

7. Why or why not?_____
_____

8. Were the objectives of this session stated clearly at the beginning?_____
_____

9. How would you compare today's session to others you have attended?_____
_____

10. Suggestions and comments:_____
_____
_____
_____

Thank you for taking the time to complete this form.

Date_____
Project YWCA_____
Jackson_____
Johnson_____
Wyandotte_____

Family Day Care Project
Provider Training
Home Visit Reaction Sheet

1. The most helpful thing about home visits is:

2. The least helpful thing about home visits is:

3. Do you feel home visits are disruptive to your daily routine?

Yes ____ No ____

4. Why?

5. Are you comfortable having someone come into your home to share information about childcare as a business?

Yes ____ No ____

6. Why or why not?

7. What suggestions do you have to make the home visit more productive?

8. What topics would you like to discuss during future home visits?

9. Has the home day care trainer been helpful?

Yes ____ No ____

10. How might the trainer be more helpful to you?

11. How do you minimize interruptions (phone calls, friends dropping by, etc.) during your home visit?

12. When do your prefer visits:

Early AM	7:00-9:00 AM	____
Morning	9:00-12:00 AM	____
Naptime	12:00-3:00 PM	____
Afternoon	3:00-5:00 PM	____

Thank you for completing this form

Appendix F

Group Meeting Evaluations for the Jackson County Family Day Care Project Year 1 and 2

Jackson County Family Day Care
Family Day Care
Provider Training Project
Cumulative Evaluation Results Year 1

- January 1987 through September 1987
- 18 sessions - 2 meetings per month
- Attendance 258 Average of 14 participants per session

Reactions to the 18 Training Sessions

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Answer
Relevant	(155)60%	(76)29%	(3)1%	(1)1%	(1)1%	(22)8%
Waste of Time	(2) 1%	(7) 3%	(4)2%	(36)37%	(135)52%	(24)9%
Interesting	(164)63%	(90)35%				(4)2%
Well prepared	(146)56%	(94)36%	(3)1%	(1)1%	(1)1%	(13)5%

Reactions to Training Content

Covered too much material	(4) 2%	(13) 5%	(16)6%	(126)49%	(74)28%	(25)10%
Covered too little material	(5) 2%	(9) 4%	(24)9%	(127)49%	(68)26%	(25)10%
Informative	(145)56%	(90)35%	(6)2%	(1)1%		(16) 6%
Applicable to situation	(122)47%	(99)38%	(4)2%	(1)1%	(1)1%	(31)12%

Did this training session meet your expectations?	yes (247) 96%	no (5) 2%	NR (6) 2%
Were objectives stated clearly	yes (229) 89%	no (5) 2%	NR (24) 9%

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTIONS TO
GROUP MEETINGS
YEAR ONE

CUMULATIVE RESULTS FROM GROUP SESSIONS:
JANUARY THROUGH SEPTEMBER 1987

18 total sessions were held over the 9 month period. 2 group sessions per month on Wednesday evening and Saturday morning.

N = 258 (Average of 14 participants per session)
Highest attendance - 26 March, Saturday a.m. session
Lowest attendance - 8 June, Wednesday p.m. session

Highest Level of Education:

12	(5%)	9th Grade
10	(4%)	11th Grade
192	(74%)	H.S./GED/College Hours
13	(5%)	A.A. Degree
12	(7%)	No Answer

1. How many group meetings have you attended? (Results based on September group sessions only) n=27

10	(37%)	Attended all 9 group sessions
7	(26%)	Attended 8 group sessions
5	(19%)	Attended 7 group sessions
4	(15%)	Attended 6 group sessions
1	(4%)	No Answer

2. Did this training session meet your expectations?

247	(96%)	Yes
5	(2%)	No
6	(2%)	No Answer

3. Were the objectives of this session stated clearly at the beginning?

229	(89%)	Yes
5	(2%)	No
24	(9%)	No Answer

5. Reactions to training session:

	NO ANSWER	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
RELEVANT	22(8%)	155(60%)	76(29%)	3(1%)	1(1%)	1(1%)
WASTE OF TIME	24(9%)	2(1%)	7(3%)	4(2%)	86(33%)	135(52%)
INTERESTING	4(2%)	164(63%)	90(35%)			
WELL PREPARED & ORGANIZED	13(5%)	146(56%)	94(36%)	3(1%)	1(1%)	1(1%)

6. Training Content:

	NO ANSWER	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
COVERED TOO MUCH MATERIAL	25(10%)	4(2%)	13(5%)	16(6%)	126(49%)	74(28%)
COVERED TOO LITTLE MATERAIL	25(10%)	5(2%)	9(4%)	24(9%)	127(49%)	68(26%)
INFORMATIVE	16(6%)	145(56%)	90(35%)	6(2%)	1(1%)	
APPLICABLE TO YOUR SITUATION	31(12%)	122(47%)	99(38%)	4(2%)	1(1%)	1(1%)

PARTICIPANT REACTIONS
CUMULATIVE RESULTS
PAGE 3

4. <u>The best thing about today's session:</u>

1/28/87	9(53%)	No Answer
	1(6%)	I was able to talk to other providers and exchange ideas.
	1(6%)	Learning new things
	1(6%)	Learning more about the business I want to start.
	1(6%)	Informative, fellowship of other day care providers.
	1(6%)	Group discussions, open forum.
	1(6%)	The informal atmosphere whereby sharing of ideas/experiences made possible.
	1(6%)	Licensed day care information.
	1(6%)	It explained requirement for licensing and everyone stated their ideas to give each other help in getting started.
1/31/87	5(20%)	Being with others; discussion.
	5(20%)	Meeting people in the same profession and exchanging ideas.
	4(16%)	Information received re: day care.
	3(12%)	No answer.
	1(4%)	Everything.
	1(4%)	Bring my problems, help with possible solutions.
	1(4%)	Shared experiences and information on keeping records on children.
	1(4%)	All participants were made to feel comfortable and at ease.
	1(4%)	Feedback questions about my misgivings answered.
	1(4%)	Learning from others.
	1(4%)	Learning how to start day care/problems that will arise.
	1(4%)	Building your business.
2/18/87	3(27%)	No answer.
	3(27%)	Policies, paperwork, food plan.
	2(18%)	Very informative.
	2(18%)	Group discussion.
	1(9%)	Insurance.

PARTICIPANT REACTIONS
CUMULATIVE RESULTS
PAGE 4

2/21/87	8(36%)	Topics of discussion, group interaction.
	4(18%)	Very informative.
	2(9%)	All, everything.
	2(9%)	Insurance.
	2(9%)	Records.
	1(5%)	Food program.
	1(5%)	Taxes.
	1(5%)	Questions should be limited and saved for later discussion among the group, so information can be presented first.
	1(5%)	No answer.
3/18/87	5(33%)	Very informative, good ideas.
	4(27%)	Presentations (Red Cross, food program, health department).
	4(27%)	No answer.
	2(13%)	Handouts.
3/21/87	11(44%)	Informative, relevant subjects.
	9(36%)	Red Cross.
	2(8%)	No answer.
	1(4%)	Nutrition presentation.
	1(4%)	Speakers to the point and interesting.
	1(4%)	It was quieter and seemed to run a lot smoother.
	1(4%)	Hopefully will never need but much needed.
4/22/87	3(27%)	Self-esteem.
	3(27%)	No answer.
	2(18%)	Small group, discussion.
	2(18%)	Informative, really good.
	1(9%)	Gave me a new appreciation for my even temperament.
4/25/87	8(53%)	Self-esteem.
	3(20%)	Very informative, learning ways of being better day care provider.
	2(13%)	Group discussion.
	1(7%)	Handout on how do children grow.
	1(7%)	Planning activities for different age groups.
5/13/87	3(30%)	Child abuse discussion, the speaker.
	3(30%)	No answer.
	2(20%)	Discipline discussion.
	1(10%)	Good information.
	1(10%)	Handout.

PARTICIPANT REACTIONS
CUMULATIVE RESULTS
PAGE 5

5/16/87	6(50%)	Good discussion, sharing ideas.
	2(17%)	Discipline.
	2(17%)	A better understanding; made me think how I talk to children.
	1(8%)	Speaker.
	1(8%)	No answer.
6/17/87	6(75%)	Participating in different play areas; small groups.
	2(25%)	Came in late.
6/20/87	7(47%)	Participating in play areas; new ideas
	3(20%)	No answer.
	3(20%)	Great fun.
	2(13%)	All, everything.
7/15/87	6(60%)	Group involvement, creative ideas.
	2(20%)	Everything, very informative.
	2(20%)	No answer.
7/18/87	8(62%)	Fun, participating in the activities.
	3(23%)	Good ideas and exchange.
	1(8%)	We're learning more about different things to do for kids.
	1(8%)	The thing to let us adults interact like children and help us think like they do.
8/15/87	1(11%)	No answer.
	1(11%)	To hear others problems.
	1(11%)	Very interested.
	1(11%)	Learned to speak up and be frank.
	1(11%)	That I realize that it might be better not to take on a social worker's duties.
	1(11%)	How to deal with the parent.
	1(11%)	It was helpful.
	1(11%)	Pat Perryman's talk was interesting.
	1(11%)	All of it.
8/19/87	4(33%)	No answer.
	2(17%)	The frankness and more openness; discussion.
	1(8%)	Well planned.
	1(8%)	Newsletters.
	1(8%)	Learning about child care checklist and know what the parent expects.
	1(8%)	Informative ideas on dealing with parent.
	1(8%)	Very, very informative.
	1(8%)	Being able to share with others in my profession.

PARTICIPANT REACTIONS
CUMULATIVE RESULTS
PAGE 6

9/16/87	5(45%)	No answer.
	2(18%)	Was the talk about child abuse.
	1(9%)	Learning about all the workshops.
	1(9%)	Seeing everyone for the last time.
	1(9%)	Good.
	1(9%)	Guest Speaker.
9/19/87	8(50%)	Child abuse topic was very informative.
	4(25%)	No answer.
	1(6%)	It's our last, but I enjoyed all of them.
	1(6%)	Valid information.
	1(6%)	A consolidated list of resources.
	1(6%)	About child abuse and learning about the trip Sue was talking about.

5. <u>The worst thing about today's session:</u>

1/28/87	9(53%)	No answer.
	3(17%)	Nothing.
	1(6%)	Too short.
	1(6%)	Time went fast.
	1(6%)	Need 10 minute break.
	1(6%)	No smoking allowed - need a break at some point.
	1(6%)	I wish we could have had the textbooks tonight to help us with special forms.
1/31/87	9(36%)	Nothing.
	8(32%)	No answer.
	1(4%)	Not enough time for real solutions.
	1(4%)	Would like to have had copies of bookkeeping forms to use in reference to make my own.
	1(4%)	Nothing, more should attend.
	1(4%)	Only lasted for 2 hours.
	1(4%)	Not enough time.
	1(4%)	No clear cut ideas for substitute care.
	1(4%)	Would have liked copies of some of the recordkeeping forms.
	1(4%)	Just this week I had to bring all 3 kids and they did distract my attention.
2/18/87	5(45%)	No answer.
	3(27%)	Nothing.
	2(18%)	Not enough time.
	1(9%)	I was late.

PARTICIPANT REACTIONS
CUMULATIVE RESULTS
PAGE 7

2/21/87	10(45%)	Not enough time.
	6(27%)	Nothing.
	3(14%)	No answer.
	2(9%)	Not thorough enough, not enough answers.
	1(5%)	Not sticking to subject.
3/18/87	7(47%)	No answer.
	4(27%)	Nothing.
	3(20%)	Too long or too short.
	1(7%)	Red Cross "boring".
3/21/87	12(48%)	No answer.
	8(32%)	Nothing.
	2(8%)	I was late.
	1(4%)	Would have liked more information on nutrition.
	1(4%)	Nutrition was informative, but a little repetitious.
	1(4%)	Little adult processing of information for integration purposes.
4/22/87	5(45%)	No answer.
	4(36%)	Nothing.
	1(9%)	I worked today. I was making up a meeting because of CPR on Saturday. I was tired.
	1(9%)	A little long.
4/25/87	7(47%)	Not enough time to adequately cover subjects or questions.
	5(33%)	No answer.
	2(13%)	None
	1(7%)	Group discussion did not stick to subject.
5/13/87	6(60%)	Nothing.
	3(30%)	No answer.
	1(10%)	Group discussion-off subject (but funny!).
5/16/87	5(42%)	No answer.
	4(33%)	Not enough time.
	3(25%)	None.
6/17/87	7(88%)	No answer.
	1(12%)	Nothing.

PARTICIPANT REACTIONS
CUMULATIVE RESULTS
PAGE 8

6/20/87	8(53%)	No answer.
	3(20%)	Nothing.
	1(7%)	I should have brought my kids.
	1(7%)	Not enough time.
	1(7%)	Some of the projects will be messy.
	1(7%)	Can't do it everytime.
7/15/87	5(50%)	No answer.
	3(30%)	Nothing.
	2(20%)	Not enough time.
7/18/87	5(38%)	None.
	4(31%)	No answer.
	2(15%)	Not enough time.
	1(8%)	Film was slow.
	1(8%)	Would like more information about things to do with younger children.
8/15/87	4(44%)	No answer.
	2(22%)	Not enough time.
	2(22%)	None.
	1(11%)	Needed more time for groups of three.
8/19/87	6(50%)	No answer.
	3(25%)	None.
	1(8%)	This is my last night of involvement.
	1(8%)	Would have liked a sheet on general policies and tips for special situations.
	1(8%)	Not enough time for all this interesting and great information.
9/16/87	6(55%)	No answer.
	3(27%)	Nothing.
	1(9%)	It was the last one.
	1(9%)	Had things about how some parents treat or abuse their kids.
9/19/87	7(44%)	No answer.
	5(31%)	Nothing.
	1(6%)	Speaker did not seem well prepared for today's session.
	1(6%)	I don't think child abuse was covered well.
	1(6%)	It was noisy - sometimes hard to hear speakers.
	1(6%)	Hearing about the different forms of abuse inflicted on children.

PARTICIPANT REACTIONS
CUMULATIVE RESULTS
PAGE 9

7. Why or why not? (Session meets expectations)

1/28/87	8(47%)	No answer.
	1(6%)	Because I have just started my day care providing and need suggesitons.
	1(6%)	I was late.
	1(6%)	I did gain a few points.
	1(6%)	Very good.
	1(6%)	It helps to know different ways of doing day care.
	1(6%)	Was a lot better than what I expected.
	1(6%)	I attended meetings in Kansas a few years ago and it was a complete waste of time.
	1(6%)	Discussed matters of interest and use.
	1(6%)	We sat around got to meet everyone and talked.
1/31/87	11(44%)	No answer.
	7(28%)	Informative; learned a lot.
	1(4%)	Recognizing others in same profession, united efforts to aid in professionalism.
	1(4%)	Sharing of ideas.
	1(4%)	I learned a lot of neat things. I met many interesting people.
	1(4%)	Because it taught me more about something that I was concerned about.
	1(4%)	I am new to this program, have several questions and all my thoughts about this were all touched on.
	1(4%)	Having speakers to explain more things in more detail and experiences with children.
	1(4%)	Information too general - would have liked it more detailed or more handouts.
2/18/87	9(82%)	No answer.
	1(9%)	Because it let me know how very important a clear understanding with the parents and paperwork is.
	1(9%)	Because the different things we talk about will help me in my day care.
2/21/87	13(59%)	No answer.
	9(41%)	Answered many concerns, pertinent subjects, good information, ideas.
3/18/87	10(67%)	No answer.
	5(33%)	Good information.

PARTICIPANT REACTIONS
CUMULATIVE RESULTS
PAGE 10

3/21/87	15(58%)	No answer.
	8(31%)	Informative, gaining knowledge and understanding.
	1(4%)	Better organized.
	1(4%)	Training goals seemed to have been met through speakers.
	1(4%)	Because both speakers were well prepared and organized.
4/22/87	7(64%)	No answer.
	1(9%)	It's just what I needed to hear.
	1(9%)	I am especially interested in behavioral development. I need to understand how and why they do things.
	1(9%)	It was very helpful.
	1(9%)	Make you more aware of each child's different needs.
4/25/87	9(60%)	No answer.
	3(20%)	Very informative, good discussion
	1(7%)	Good discussion of important topic - could've used more group interaction.
	1(7%)	Because I'm taking this class to get ideas on how to better my business.
	1(7%)	Covered self-esteem well.
5/13/87	6(60%)	No answer.
	3(30%)	Very informative, interesting.
	1(10%)	Because my main object is to do a good job with the children.
5/16/87	8(67%)	No answer.
	3(25%)	Good information, ideas.
	1(25%)	Speaker was interrupted too much and not able to keep to the subject.
6/17/87	6(75%)	No answer.
	1(12%)	Reinforced what I am doing with my kids.
	1(12%)	I enjoyed it and had a good time too.
6/20/87	11(73%)	No answer.
	2(13%)	New ideas for creative play.
	1(7%)	I needed a mental boost and this was it.
	1(7%)	Well organized - good intro.

PARTICIPANT REACTIONS
CUMULATIVE RESULTS
PAGE 11

7/15/87	10(100%)	No answer.
7/18/87	7(54%)	No answer.
	3(23%)	New ideas.
	1(8%)	Enjoyed making moonbeams.
	1(8%)	Because I was expecting to make and see and work with some development skill things.
	1(8%)	List things you don't have to spend a lot of money on because you have around the house.
8/15/87	4(44%)	No answer.
	1(11%)	It made me feel I am not the only one having problems.
	1(11%)	Help to share and solve some problems.
	1(11%)	Make sure for parent to sign agreement.
	1(11%)	Because I have a tendency to _____ and this session makes me realize that this will be a business.
	1(11%)	I love the topic.
8/19/87	10(83%)	No answer.
	1(8%)	Would have liked open discussion on general policies and special situations.
	1(8%)	I expect an informative, interesting, pleasant meeting and I got it.
9/16/87	8(73%)	No answer.
	1(9%)	Very informative.
	1(9%)	It was interesting in this training and how to train in child care.
	1(9%)	Great for a new person.
9/19/87	6(38%)	No answer.
	1(6%)	The speaker was not prepared.
	1(6%)	I learned things I didn't know.
	1(6%)	Because I really want to help children.
	1(6%)	Informative, interesting.
	1(6%)	I wanted to learn and did.
	1(6%)	I learned things I didn't know if I had missed today's meeting.
	1(6%)	I learned things about child abuse that I was not aware of.
	1(6%)	They are always informative so much I plan to come back.
	1(6%)	I learned a lot about child care.
	1(6%)	Because it helps to understand the need for providers.

PARTICIPANT REACTIONS
CUMULATIVE RESULTS
PAGE 12

9. How would you compare today's session to others you have attended?

1/28/87	5(29%)	No answer.
	2(11%)	Can't compare.
	2(11%)	Very good.
	1(6%)	Never been.
	1(6%)	First training session attended.
	1(6%)	I have not attended any other workshops.
	1(6%)	Interesting.
	1(6%)	Excellent.
	1(6%)	As good as or better than others attended.
	1(6%)	More informative.
	1(6%)	I haven't been to any others besides this one.
1/31/87	6(24%)	No answer.
	4(16%)	I haven't been to any other meetings.
	3(12%)	Informative.
	3(12%)	N/A
	2(8%)	First one.
	1(4%)	Better.
	1(4%)	Comparable.
	1(4%)	More of a personal basis and interaction between providers.
	1(4%)	All right.
	1(4%)	Good.
	1(4%)	I do not know.
	1(4%)	This is a very good session.
2/18/87	6(55%)	All are very informative, very good.
	2(18%)	No answer.
	2(18%)	Better.
	2(18%)	Never been to any other, something new.
2/21/87	10(45%)	Very informative, as good as the other, very interesting, very good.
	6(27%)	No answer.
	4(18%)	Better, more interactive.
	1(5%)	First session.
	1(5%)	Too short.
3/18/87	11(73%)	Very good, informative.
	4(27%)	No answer.
3/21/87	15(58%)	Very good, all helpful.
	6(23%)	No answer.
	5(19%)	Best one yet, more informative, organized.

PARTICIPANT REACTIONS
CUMULATIVE RESULTS
PAGE 13

4/22/87	9(82%)	Equally as good, well prepared, very interesting.
	2(18%)	No answer.
4/25/87	10(67%)	Good, very informative, all interesting.
	3(20%)	No answer.
	1(7%)	I've liked others better, but not to say I did not enjoy today - just different.
	1(7%)	More informative.
5/13/87	6(60%)	Good information.
	2(20%)	No answer.
	1(10%)	More input from the home care providers.
	1(10%)	Tell them about it and ask them to come.
5/16/87	6(50%)	Very good, informative, good ideas.
	4(33%)	No answer.
	1(8%)	Better.
	1(8%)	More people joined in.
6/17/87	5(63%)	Very interesting, enjoyable.
	2(25%)	No answer.
	1(12%)	Only attended one meeting.
6/20/87	9(60%)	Very informative, good ideas, interesting.
	3(20%)	Better, more relaxed.
	3(20%)	No answer.
7/15/87	6(60%)	Very good, enjoyable.
	3(30%)	No answer.
	1(10%)	Tell them about the meeting.
7/18/87	6(46%)	Very good, interesting.
	3(23%)	No answer.
	2(15%)	New ideas.
	1(8%)	Worked with our hands more.
	1(8%)	Next to the best.

PARTICIPANT REACTIONS
CUMULATIVE RESULTS
PAGE 14

8/15/87	3(33%)	No answer.
	3(33%)	Good.
	1(11%)	It was informative.
	1(11%)	All are very good sessions.
	1(11%)	All sessions have been very educational.
8/19/87	4(33%)	No answer.
	2(17%)	Good.
	2(17%)	Very interesting, informative.
	1(8%)	More participation in the group.
	1(8%)	Review.
	1(8%)	Tell them or let them read some of the materials you have.
	1(8%)	Up to par.
9/16/87	3(27%)	Good.
	2(18%)	It was as good as others; interesting
	2(18%)	No answer.
	2(18%)	It was very interesting just like all the rest of the meetings.
	1(9%)	More papers to fill out.
	1(9%)	"1-10...8."
9/19/87	4(25%)	No answer.
	4(25%)	Good; very good.
	2(13%)	OK.
	1(6%)	Not quite as interesting.
	1(6%)	All the sessions are very good.
	1(6%)	It was one of the most helpful and informative.
	1(6%)	All were informative this was more so.
	1(6%)	All sessions are very well put together.
	1(6%)	Just as great.

PARTICIPANT REACTIONS
CUMULATIVE RESULTS
PAGE 15

10. Suggestions and comments:

1/28/87	13(76%)	No answer.
	1(6%)	I was late so I missed most of it.
	1(6%)	I learned some things I didn't know.
	1(6%)	Was interesting and informative about different providers experience of child care.
	1(6%)	Explain exactly and more clearly what the program is really about and give help making out forms for the parents.
1/31/87	19(76%)	No answer.
	1(4%)	Will attend the next meeting.
	1(4%)	Real informative.
	1(4%)	Everything was helpful and interesting.
	1(4%)	These kind of sessions should continue past the two year project.
	1(4%)	Continued interaction with experienced day care providers. I presently work outside the home and would like flexibility for program.
	1(4%)	Thank you very much for having me.
2/18/87	10(91%)	No answer.
	1(9%)	My suggestion is to have parents sign a form when child is injured at home and provide day care provider with copy of such form and day care provider provide form to parent when child is injured on day care premises.
2/21/87	15(68%)	No answer.
	1(5%)	Consider extending time to cover more questions and answers. Questions don't come up until we start talking.
	1(5%)	If we could get people to understand what the meeting is all about and keep on the subject at hand.
	1(5%)	Continue the good work.
	1(5%)	More time.
	1(5%)	Have longer for questions.
	1(5%)	Cut short social time at first of meetings to allow time for questions during meeting.
	1(5%)	Very good program, I'm glad I'm involved in it.

PARTICIPANT REACTIONS
CUMULATIVE RESULTS
PAGE 16

3/18/87	12(80%)	No answer.
	1(7%)	Try to not put 2 or 3 good things together.
	1(7%)	Was very interested, I like the group meetings.
	1(7%)	Enjoyed the first aid talk.
3/21/87	18(69%)	No answer.
	2(18%)	Keep up the good work.
	2(18%)	Great - very well organized, this was excellent.
	1(4%)	This is a very good program. I am glad that I can participate.
	1(4%)	There should be at least a 5-10 minute break halfway through.
	1(4%)	Perhaps a longer session (1/2 hour) or twice monthly session.
	1(4%)	Too much info. while filling out reaction sheet - distracting.
4/22/87	9(82%)	No answer.
	2(18%)	Keep up the good work.
4/25/87	10(67%)	No answer.
	3(20%)	Keep up the good work, very good meeting.
	1(7%)	See if we can't do something about avoiding the clock so much. I know I'd be willing to extend the meeting time so the speakers are not rushed and there is time to answer questions and information.
	1(7%)	I would like to see a session or part devoted to how your children react to other children coming to your day care home - how and what you as a mother can do for them and how day care will affect them mentally - for mom to share time, affection, etc. to other children..
5/13/87	8(80%)	No answer.
	1(10%)	Very good program.
	1(10%)	Enjoyed the Wed. night class (people).
5/16/87	10(83%)	No answer.
	1(8%)	Wish sessions could be longer or be twice weekly.
	1(8%)	Excellent meeting.

PARTICIPANT REACTIONS
CUMULATIVE RESULTS
PAGE 17

6/17/87	7(88%)	No answer.
	1(12%)	Really enjoyable.
6/20/87	14(93%)	No answer.
	1(7%)	I loved it. Keep up the good work.
7/15/87	7(70%)	No answer.
	2(20%)	More!More!More!
	1(10%)	Very informative.
7/18/87	11(85%)	No answer.
	1(8%)	I really enjoy these sessions. I would like it to continue.
	1(8%)	This was very interesting.
8/15/87	5(56%)	No answer.
	1(11%)	I wish it was longer.
	1(11%)	Please keep workshops and training coming.
	1(11%)	Keep up the good work.
	1(11%)	The classes have really helped in my day care and I have really enjoyed all of them.
8/19/87	10(83%)	No answer.
	1(8%)	This session was great! Keep up the good work.
	1(8%)	To move these up north.
9/16/87	9(82%)	No answer.
	1(9%)	This is a very good program.
	1(9%)	None.
9/19/87	11(69%)	No answer.
	1(6%)	Topic was interesting but speaker was nice but dull.
	1(6%)	I think this session helped me make up my mind as to what I want to do about my career and business.
	1(6%)	I am glad I started attending group meetings and I have learned so much in a short time.
	1(6%)	Keep up the good work.
	1(6%)	I have enjoyed every session I attended.

Jackson County
Family Day Care
Cumulative Evaluation Results

- October 1987 through June 1988
- 18 sessions - 2 meetings per month
- Attendance 212 Average of 11.7 participants per session

Reactions to the 56 Training Sessions

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Answer
Relevant	(131)62%	(64)30%	(6)3%	(1).2%	(1).5%	(10)5%
Waste of Time	(7) 3%	(2) 1%	(2)1%	(61)29%	(126)59%	(14)7%
Interesting	(121)57%	(81)38%	(1).5%	(2)1%	(1).5%	(6)3%
Well prepared	(131)62%	(74)35%	(1).5%	(1).5%	(1).5%	(4)2%
Reactions to Training Content						
Covered too much material	(2) 1%	(8)4%	(5)2%	(114)54%	(72)34%	(11)5%
Covered too little material	(4) 2%	(8)4%	(20)9%	(98)46%	(164)31%	(44)8%
Informative	(130)61%	(75)35%	(2)1%	(1).5%		(4)2%
Applicable to situation	(107)50%	(86)34%	(4)2%	(1).5%		(14)7%

Did this training session meet your expectations?	yes (208) 98%	no (2) 1%	NR (2) 1%
Were objectives stated clearly?	yes (190) 90%	no (2) 1%	NR (20) 9%

Jackson County
Group Meeting 1
N=11

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Date: 10-19-87

Highest Level of Education: (Circle One)

In Which Family Day Care Project are you enrolled?

___ YWCA
8 Jackson County
___ Wyandotte
___ Johnson County
___ Guest
3 NR

High School: 9 10 11 12 (1)
H.S. Diploma (1) or G.E.D. (1)
C.D.A. Degree
A.A. Degree
B.S. or B.A. Degree
College Hours - How many? 88; 18; 15; 47; 20; 120-130; 24; 7

How many group meetings have you attended? (Circle One)

1 (8) 73% 2 3 4 (1) 9% 5 6 7 8 (1) 9% 9 NR (1)9%

2. Reaction to today's training seesion:

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NR
A. Relevant	(4)36%	(6)55%	___	___	___	(1)9%
B. Waste of time	___	(1)9%	___	(3)27%	(6)55%	(1)9%
C. Interesting	(4)36%	(6)55%	(1)9%	___	___	
D. Well prepared and organized	(2)18%	(8)73%	___	___	___	(1)9%

3. Training content:

A. Covered too much material	___	(2)18%	___	(4)36%	(4)36%	(1)9%
B. Covered too little material	(1)9%	(1)9%	___	(4)36%	(3)27%	(2)18%
C. Informative	(6)55%	(5)45%	___	___	___	
D. Applicable to your situation	(4)36%	(6)55%	___	___	___	(1)9%

4. The most helpful about today's session: see attached

5. The least helpful about today's session: see attached

6. Did this training session meet your expectations? Yes (11) 100% No ___

7. Why or why not? see attached

8. Were the objectives of this session stated clearly at the beginning? yes (11) 100%

9. How would you compare today's session to others you have attended? see attached

10. Suggestions and comments: see attached

Thank you for taking the time to complete this form.

10-19-87

4. The most helpful about today's session:
There are others like myself who have not started
Learning how to start a day care
Helps me realize what I do is a business and important
Getting my day care handbook
They are willing to work with you
The license review and the guest speakers

5. The least helpful about today's session:
2 - Nothing
All info was good
Nothing that I found

7. Why or why not?
It covers the things that I am asking questions about
It let you know about things that will help your choice to work with children
I learn valuable information every time I come
This let me know more about the program
Informative - interesting
Because I thought it would be excellent
When you have a little bit more knowledge that you did when you came in you've learned
By not starting my care for child yet it helps me to prepared and ready for anything

9. How would you compare today's session to others you have attended?
N/A
Good
Just as good
Just as great
Have not attended
About the same interest & relevance
Yes
This is my first and I am impressed

10. Suggestions and comments:
There was a great deal of professional advise and opinion from others who knows about the day care provider business
None
I think the program is very good
I enjoyed
At this time none at all

Jackson County
Group Meeting 1
N=9

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Date: 10-17-87 N=9 Highest Level of Education: (Circle One)

In Which Family Day Care Project are you enrolled?
__2__ YWCA __8__ Jackson County
____ Wyandotte ____ Johnson County
____ Guest

High School: 9(1) 10 11(1)12 (1)
H.S. Diploma (1) or G.E.D. (1)
C.D.A. Degree
A.A. Degree
B.S. or B.A. Degree (1)
College Hours - How many? 75; 161

How many group meetings have you attended? (Circle One)

1 (9) 100% 2 3 4 5 6 7 8 9

2. Reaction to today's training seesion:

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	R
A. Relevant	(4)44%	(4)44%	____	____	____	( )11
B. Waste of time	____	____	____	(1)11%	(7)78%	( )11
C. Interesting	(6)67%	(3)33%	____	____	____	
D. Well prepared and organized	(6)67%	(3)33%	____	____	____	

3. Training content:

A. Covered too much material	____	____	(1)11%	(7)78%	(1)11%
B. Covered too little material	____	____	(2)22%	(5)56%	(2)22%
C. Informative	(3)33%	(6)67%	____	____	____
D. Applicable to your situation	(3)33%	(6)67%	____	____	____

4. The most helpful about today's session: see attached

5. The least helpful about today's session: see attached

6. Did this training session meet your expectations? Yes (9) 100% No ____

7. Why or why not? see attached

8. Were the objectives of this session stated clearly at the beginning? yes (9)100%

9. How would you compare today's session to others you have attended? see attached

10. Suggestions and comments: see attached

Thank you for taking the time to complete this form.

10-17-87

4. The most helpful about today's session:
Meeting other providers
Kerri, Beth, Evelyn
Information about upcoming events
Everything
Was listening to all the information info.
Presentation & introduction was good and simplified

5. The least helpful about today's session:
N/A
None
Everything was good

7. Why or why not?
Ideas on forms especially helpful
I found out a lot of thing I needed to know
I've learned a lot from it today.
Yes, a lots of question I had was answer
Very good
New information & ideas
Appeared nicely organized

9. 2 - N/A
This is my first meeting
Great
this is my first one
good

10. Suggestions and comments:
Give ideas on games children can play from other child care providers
I am looking forward to being at more of the Family Day Care sessions
I think an excellent program

Jackson County
Group Meeting 1
N=8

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Date: 10-31-87

Highest Level of Education: (Circle One)

In Which Family Day Care Project are you enrolled?

1 YWCA
6 Jackson County
Wyandotte
Johnson County
1 Guest
1 NR

High School: 9 10 11(1) 12 (1)
H.S. Diploma or G.E.D.
C.D.A. Degree
A.A. Degree (1)
B.S. or B.A. Degree
College Hours - How many? 28; 94; 8; 22; 65;

How many group meetings have you attended? (Circle One)

1-(6) 75% 2-(2) 25% 3 4 5 6 7 8 9 NR (1) .5

2. Reaction to today's training seesion:

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NR
A. Relevant	(3) 37.5%	(4)50%				(1)12.5
B. Waste of time				(2)25%	(6)75%	
C. Interesting	(3) 57.5%	(5)63%				
D. Well prepared and organized	(6)75%	(2)25%				

3. Training content:

A. Covered too much material			(1) 12.5%	(5) 62.5%	(2)25%	
B. Covered too little material		(1) 12.5%	(1) 12.5%	(5) 62.5%	(1) 12.5%	
C. Informative	(4)50%	(4)50%				
D. Applicable to your situation	(2)25%	(3) 37.5%		(1) 12/5%		(2)[illegible]%

4. The most helpful about today's session: see attached

5. The least helpful about today's session: see attached

6. Did this training session meet your expectations? Yes (8) 100% No

7. Why or why not? see attached

8. Were the objectives of this session stated clearly at the beginning? yes (8) 100%

9. How would you compare today's session to others you have attended? see attached

10. Suggestions and comments: see attached

Thank you for taking the time to complete this form.

10-31-87

4. The most helpful about today's session:
The licensing info
CDA Info
The licensing information
Everything
All the session, were well cover
Informational gathering

5. The least helpful about today's session:
State licensing since I've already completed same
Yes very helpful

7. Why or why not?
It was very informative
It is helping me with information to be more organized
Yes, the orange schedule outlined todays topics
Gave beginning expectations for child care in my home and learned about licensing
process
Yes it answer a lots question I had
More information than expected

9. How would you compare today's session to others you have attended?
More information today
2 - n/a
This my first session

10. Suggestions and comments
I really love this program & all the people involved in it
None as yet except Sue & Evelyn made me feel welcome and at ease
Upon arrival. Thank you
Felt very welcomed and instructors seemed very anxious, nice and
Helpful - left me with a good attitude and I am looking forward to the project
None
Very nice session

Jackson County
Group Meeting 2
N=13

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Date: 11-16-87

Highest Level of Education: (Circle One)

In Which Family Day Care Project are you enrolled?

____ YWCA
10 Jackson County
____ Wyandotte
____ Johnson County
1 Guest
2 NR

High School: 8(1) 9 10 11 12 (4)
H.S. Diploma (3) or G.E.D. (2)
C.D.A. Degree
A.A. Degree
B.S. or B.A. Degree
College Hours - How many? 120; 24; 26; 80

How many group meetings have you attended? (Circle One)

1-(5) 38% 2-(8) 62% 3 4 5 6 7 8 9

2. Reaction to today's training seesion:

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NR
A. Relevant	(7)54%	(5)38%	____	____	____	(1) 8%
B. Waste of time	(1)8%	____	____	(2)15%	(9)69%	(1) 8%
C. Interesting	(8)62%	(4)30.5%	____	____	____	(1) 8.5%
D. Well prepared and organized	(7)54%	(6)46%	____	____	____	

3. Training content:

A. Covered too much material	(1)7.5%	____	____	(7)54%	(5)38%	
B. Covered too little material	____	____	(1)7.5%	(7)54%	(4)31%	(1) 8%
C. Informative	(8)62%	(4)30.5%	____	____	____	(1) 8.5%
D. Applicable to your situation	(5)38%	(6)46%	____	____	____	(2) 15%

4. The most helpful about today's session: see attached

5. The least helpful about today's session: see attached

6. Did this training session meet your expectations? Yes (12) 92% No (1) 8%

7. Why or why not? see attached

8. Were the objectives of this session stated clearly at the beginning? yes (11) 84%
NR (2) 16%

9. How would you compare today's session to others you have attended? see attached

10. Suggestions and comments: see attached

Thank you for taking the time to complete this form.

11-16-87

4. The most helpful about today's session:
   Nutrition
   All information is
   Communicable diseases & dietary
   Good nutrition
   Fire drill & fire safety
   Health
   Learning about communicable diseases
   The nutrition
   Illness information

5. The least helpful about today's session:
   All useful
   2 - N/A
   Nothing I can think of
   There was nothing
   Nothing comes to mind
   None of it was least helpful
   Slide

7. Why or why not?
   Information given that I needed was presented
   Very interesting & I enjoy the meetings
   Because it was very informative
   Because it very much covered all situations
   Great thourough information
   I thought it would be to help get me in a day care
   It was informative interesting
   It seems to cover all aspects of care for children

9. How would you compare today's session to others you have attended?
   Much better organized
   This one was superb
   2 - N/A
   Very good
   Just as helpful
   Just as informative
   Good
   1st meeting
   N/A my first

10. Suggestions and comments:
    Great work -- Thanks!
    None see you next meeting
    I learn very much each time I come and it makes it easier to rise my own children, and others

Jackson County
Group Meeting 2
N=18

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Date: 11-21-87

Highest Level of Education: (Circle One)

In Which Family Day Care Project are you enrolled?

____ YWCA
____ Wyandotte
3 Guest
12 Jackson County
____ Johnson County
3 NR

High School: 9 10(1)11 12 (4)
H.S. Diploma or G.E.D.
C.D.A. Degree
A.A. Degree (1)
B.S. or B.A. Degree (2)
College Hours - How many? 40; 92; 15; 70
NR=3 9;1 yr.; MME

How many group meetings have you attended? (Circle One)

1-(6) 33% 2-(10) 56% 3-(1) 6% 4 5 6 7 8 9 (1) 5.5%

2. Reaction to today's training seesion:

		STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NR
A.	Relevant	(11)61%	(7)39%	____	____	____	
B.	Waste of time	____	____	(1) 5.5%	5)28%	(8)44%	(4) 2%
C.	Interesting	(11)61%	(6)33%	____	____	____	(1)5.5
D.	Well prepared and organized	(11)61%	(6)33%	____	____	____	(1) 5.5

3. Training content:

A.	Covered too much material	(1) 5.5%	(2)11%	(1) 5.5%	(9)50%	(3)16.5%	(2) 1%
B.	Covered too little material	(1) 5.5%	____	(2)11%	(7)39%	(5)28%	(3) 7.5
C.	Informative	(13)72%	(5)28%	____	____	____	
D.	Applicable to your situation	(8)44%	(7)39%	(1) 5.5%	____	____	(2) 1%

4. The most helpful about today's session: see attached

5. The least helpful about today's session: see attached

6. Did this training session meet your expectations? Yes (18) 100% No ____

7. Why or why not? see attached

8. Were the objectives of this session stated clearly at the beginning? Yes (14) 88%
No (1) 5.5%
NR (3) 16.5%

9. How would you compare today's session to others you have attended? see attached

10. Suggestions and comments: see attached

Thank you for taking the time to complete this form.

11-21-87

4. The most helpful about today's session:
Safety tips, health & nutrition
Health & First Aid
Was on food and learning all subject was well cover
All very relevent
Everything was good information
Good health, safety and nutritional practices
Health Disease Control Poison & Emergency Control
Safety & first aid
Information on health, emergency on day care and child abuse.
The first aid
First Aid, Food Program
The availability of food programs, support visits, safety & disease awareness
All of it was great
Disease, First Aid everything

5. The least helpful about today's session:
All that was said was helpful
N/A
2 - none
Food program
Nothing
Not enough on legal liability
All was good

7. Why or why not?
It covered a variety of important information
Because they cover all project, on health food & learning for kids
Exceeded - great information so helpful
Need information on Disease & Poison Control. Enjoyed various ways to involve children in cooking & prepare food techniques with adults helping
Covered the information the session
Provide information
Very informative, I have learned things that I didn't know
It helped me with a lot of information
Covered many topics

(continued on next page)

11-21-87 (continued)

9. How would you compare today's session to others you have attended?
I think it was very beneficial
Each session gets better
They're all good
They were both good
Better than October's meeting
The meeting are all real good and good information
The best one so far
Both sessions were well prepared
More informative
All so far are informative
all classes have been well prepared & informative
First session
Liked all the information provided
First session attended

10. Suggestions and comments:
The information I receive will help me run my day care more efficient
Would like to have a list of names & phone numbers of all Day Care (Home) providers
N/A
Because of limited time, activities seems over powering
Two much in short time
Need classes in Independence
As potential investor in day care, I want to be sure the persons that manage the facility are properly trained, I find it quite helpful to know details of the child care industry. Need information on toy safety
It was a great meeting - Thanks!
The pamphlets are wonderful I can read them at my leisure

Jackson County
Group Meeting 3
N=11

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Date: 12-7-87 Highest Level of Education: (Circle One)

In Which Family Day Care Project are you enrolled?

____ YWCA 8 Jackson County
____ Wyandotte ____ Johnson County
____ Guest 3 NR

High School: 9 10 11(1)12(4)
H.S. Diploma or G.E.D. (1)
C.D.A. Degree
A.A. Degree
B.S. or B.A. Degree
College Hours - How many? 25-30;26;24;40
NR =1

How many group meetings have you attended? (Circle One)

1-(1) 9% 2-(4) 36% 3-(5) 45% 4 5 6 7 8 9 NR (1)9

2. Reaction to today's training seesion:

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NR
A. Relevant	(6)55%	(4)36%	____	____	____	(1)9%
B. Waste of time	____	____	____	(4)36%	(7)64%	
C. Interesting	(7)64%	(4)36%	____	____	____	
D. Well prepared and organized	(6)55%	(5)45%	____	____	____	

3. Training content:

A. Covered too much material	____	(1)9%	____	(6)55%	(4)36%	
B. Covered too little material	____	(1)9%	(1)9%	(4)36%	(4)36%	(1)9%
C. Informative	(4)36%	(7)64%	____	____	____	
D. Applicable to your situation	(2)18%	(9)82%	____	____	____	

4. The most helpful about today's session: see attached

5. The least helpful about today's session: see attached

6. Did this training session meet your expectations? Yes (11) 100% No ____

7. Why or why not? see attached

8. Were the objectives of this session stated clearly at the beginning? yes (11) 100%

9. How would you compare today's session to others you have attended? see attached

10. Suggestions and comments: see attached

Thank you for taking the time to complete this form.

12-7-87

4. The most helpful about today's session:
Think about the children, they are important human beings
Early Childhood teachers are or should be quality people
Helping children with self esteem
Group discussion
All was great
Discussion
Ability to express - self esteem to myself plus giving to children
Self esteem in adults & children
Helping infant be do things themselves

5. The least helpful about today's session:
None
2 - N/A
Food program didn't apply to me no license
Dont have any
None

7. Why or why not?
Reinforced of the idea that all teachers are important be it early childhood or late childhood and all persons involved in the teaching-learning process must be trained
Material very relevant
Covered a lot of topics
Because it is very helpful
I also learned some new ways to handle my own daughter

9. How would you compare today's session to others you have attended?
Real Good
Good
More discussion
Yes
All are very helpful
More classroom discussion
Good

10. Suggestions and comments:
I think we the provider would like more information on how to handle parents, that feel we owe them or not being fair to them
This session had a significant meaning. I was informed greatly

Jackson County
Group Meeting 3
N=13

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Date: 12-12-87

Highest Level of Education: (Circle One)

In Which Family Day Care Project are you enrolled?

1 YWCA
11 Jackson County
___ Wyandotte
___ Johnson County
___ Guest
1 NR

High School: 9(1) 10 11 12(6)
H.S. Diploma (1) or G.E.D. (1)
C.D.A. Degree
A.A. Degree (2)
B.S. or B.A. Degree
College Hours - How many? 8;92;17;15;3;85-90

How many group meetings have you attended? (Circle One)

1 2-(5) 38% 3-(7) 54% 4-(1) 9% 5 6 7 8 9

2. Reaction to today's training seesion:

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NR
A. Relevant	(9)69%	(3)23%				(1)8%
B. Waste of time				(2)15%	(10)77%	(1)8%
C. Interesting	(7)54%	(5)38%				(1)8%
D. Well prepared and organized	(8)62%	(4) 30%				(1)8%

3. Training content:

A. Covered too much material				(8)62%	(4)30%	(1)8%
B. Covered too little material			(1)8%	(7)54%	(3)23%	(2)15%
C. Informative	(9)69%	(3)23%				(1)8%
D. Applicable to your situation	(10)77%	(3)23%				

4. The most helpful about today's session: see attached

5. The least helpful about today's session: see attached

6. Did this training session meet your expectations? Yes (13) 100% No ___

7. Why or why not? see attached

8. Were the objectives of this session stated clearly at the beginning? yes (11) 85%
NR (2) 15%

9. How would you compare today's session to others you have attended? see attached

10. Suggestions and comments: see attached

Thank you for taking the time to complete this form.

12-12-87

4. The most helpful about today's session:
Sharing things to do to help child at play time
How to work & deal with children
Sue's nuturing self esteem
Ideas for self esteem in toddlers
The sharing time
The film on child care and the group discussion
My attitude & behavior affects the children's behavior
Discussion of activities

5. The least helpful about today's session:
3 - N/A
Video
None it was all informative

7. Why or why not?
Taught me several things of child care
Learned what I've been doing right & what else I can do
Taught me the importance of self esteem in children and how to build it in them
It always meets my expectations. It is very well planned and presented.
Self esteem is very personal but such a necessary topic - thanks
The information given on self esteem was great and answered questions that I have in mind
Gives me my information to work with
Exceeded expectations-good discussion

9. How would you compare today's session to others you have attended?
This one was more on the level on the children that I have
Very educational
Much more interesting
Just as good as the others
Yes
Last month was so informative
Less material covered and things move at a slower pace, which help me to grasp more from the session
Less rushed more relaxed
They are all good sessions
Just as great

10. Suggestions and comments:
Maybe one of the meeting we could have a parent come and tell how the provider cares for her children
Liked being able to talk with other care givers and get new ideas
Thank you for making this program available. It is very helpful to me.
It dragged a little at times
Suggestions training session is informative, well organized and challenging.
I like this program very much. thanks a lot.

Jackson County
Group Meeting 4
N=18

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Date: 1-16-88

Highest Level of Education: (Circle One)

In Which Family Day Care Project are you enrolled?
___ YWCA
___ Wyandotte
___ Guest
17 Jackson County
___ Johnson County

High School: 9 10 11 12 (4)
H.S. Diploma or G.E.D. (5)
C.D.A. Degree
A.A. Degree
B.S. or B.A. Degree (1)
College Hours - How many? 18;27;13;MA;15;8
NR = 2

How many group meetings have you attended? (Circle One)

1 (2) 11% 2 (1) 5% 3 (6) 33% 4 (9) 50% 5 6 7 8 9

2. Reaction to today's training seesion:

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NR
A. Relevant	(8)44%	(6)33%	(3)17%			(1)5.5
B. Waste of time			(1)5.5%	(8)44%	(8)44%	(1)5.5
C. Interesting	(5)28%	(11)61%		(1)5.5%		(1)5.5
D. Well prepared and organized	(8)44%	(9)50%	(1)5.5%			

3. Training content:

A. Covered too much material				(16)89%	(1)5.5%	(1)5.5
B. Covered too little material	(1)5.5%	(1)5.5%	(1)5.5%	(13)71%	(1)5.5%	(1)5.5
C. Informative	(9)50%	(8)44%			(1)5.5%	
D. Applicable to your situation	(6)33%	(10)55%	(1)5.5%			(1)5.5

4. The most helpful about today's session: see attached

5. The least helpful about today's session: see attached

6. Did this training session meet your expectations? Yes (16) 90% No (1) 10% NR (1) 5.5%

7. Why or why not? see attached

8. Were the objectives of this session stated clearly at the beginning? yes (14) 90%
NR (4) 22%

9. How would you compare today's session to others you have attended?

10. Suggestions and comments:

Thank you for taking the time to complete this form.

1-16-88

4. The most helpful about today's session:
Think & talk positive to children
Film strip on relationship between provider and parent
The talk was very helpful on how to make child care more fun and easy to handly
Good information - almost too much to cover in one session -
Mostly because it's touchy lots to be talked about
Discipline strategies: time out, positive statements, rules
Talking in class
How to use "Home-out" appropriately was very helpful
Conflict resolution

5. The least helpful about today's session:
All the talking in the hall and people on very back row
2 - N/A
It became a little long winded I began to feel restless
No handout
All the talking in the hall and people on back row talking thru
The whole meeting
Too much group input

7. Why or why not?
Because you can never learn enough about children and everything in this session was helpful
Provide information that help me to deal with situations that I can now face the truth
She cover a lots ground on child care
A lot was covered and it never too much to learn in handling children
Good, usable information, ideas
Good suggestions
I felt like she rambled on & on - film strip was not appropriate

9. How would you compare today's session ot others you have attended?
Informative, well organized and prepared
I can't because they were all good
It help you learn more about children
This is my first
Informative
One of the better ones!
Equally as informative good job
Very helpful
Others have been great - I'm very disappointed today

(continued on next page)

1-16-88 (continued)

10. Suggestions and comments:
No comments
Thanks for such a knowlegable speaker she was informed & enthusiastic & obviously full of first hand experience
Printed handout of material. Session could be a bit longer,
Need more time
We need more time to talk
Ask people to hold individual conversations until social time. It was hard to hear the speakers most of the time because of the ladies talking on the back row. They were talking with each other.
N/A
I like the format written & I feel the group keeps in line with the topic when its written. I feel badly about being so critical of today's session but I didn't really learn anything and am very distraught

Jackson County
Group Meeting 4
N=10

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Date: 1-18-88

Highest Level of Education: (Circle One)

In Which Family Day Care Project are you enrolled?

___ YWCA
8 Jackson County
___ Wyandotte
___ Johnson County
___ Guest
2 NR

High School: 9 10 11 12 (2)
H.S. Diploma or G.E.D. (1)
C.D.A. Degree
A.A. Degree
B.S. or B.A. Degree
College Hours - How many? 27;26;17

How many group meetings have you attended? (Circle One)

1 2 (2) 20% 3 (2)20% 4 (6) 40% 5 6 7 8 9

2. Reaction to today's training seesion:

		STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NR
A.	Relevant	(6)60%	(3)30%	___	___	(1)10%	
B.	Waste of time	(3)30%	___	___	(3)30%	(4)40%	
C.	Interesting	(6)60%	(3)30%	___	___	(1)10%	
D.	Well prepared and organized	(6)60%	(4)40%	___	___	___	

3. Training content:

A.	Covered too much material	___	___	___	(6)60%	(4)40%	
B.	Covered too little material	___	___	___	(6)60%	(4)40%	
C.	Informative	(6)60%	(4)40%	___	___	___	
D.	Applicable to your situation	(8)80%	(1)10%	___	___	___	(1)10%

4. The most helpful about today's session: see attached

5. The least helpful about today's session: see attached

6. Did this training session meet your expectations? Yes (10) 100% No ___

7. Why or why not? see attached

8. Were the objectives of this session stated clearly at the beginning? yes (10) 100%

9. How would you compare today's session to others you have attended? see attached

10. Suggestions and comments: see attached

Thank you for taking the time to complete this form.

1-18-88

4. The most helpful about today's session:
   All
   Guiding Behavior of Children
   Potty training and bottle breaking
   Very informative and helpful
   Discussion about childs needs & their reasoning
   Entire
   Sharing

5. The least helpful about today's session:
   2 - none
   N/A
   Nothing
   Had to leave early
   Wasn't bored with anything

7. Why or why not?
   Learned alot through discussion
   The suggestions were very helpful
   Helps one to know how to give positive directive as oppose to
   Negative one
   Informative
   I learned new things
   Because it showed different ways of constructive discipline

9. How would you compare today's session to others you have attended?
   Great
   Very informative
   Terrific quite informative & everyone was involved
   Covered different topics
   Different topics
   We're getting to know each other so there is more examples
   They are all informative
   Very good
   Up to expectations

10. Suggestions and comments:
    More ideas on interacting preschool and school age children

Jackson County
Group Meeting 5
N=11

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Date: 2-20-88 N=11

In Which Family Day Care Project are you enrolled?

2 YWCA
7 Jackson County
____ Wyandotte
____ Johnson County
____ Guest
2 NR

Highest Level of Education: (Circle One)

High School: 9 10 11 12 (2)
H.S. Diploma or G.E.D. (4)
C.D.A. Degree
A.A. Degree
B.S. or B.A. Degree 1
College Hours - How many? 85; MME
NR 2

How many group meetings have you attended? (Circle One)

1 2 (1) 9% 3 4 (1) 9% 5 (8) 73% 6 7 8 9 NR(1)9%

2. Reaction to today's training seesion:

		STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NR
A.	Relevant	(7)64%	(4)36%				
B.	Waste of time	(1)9%			(2)18%	(8)73%	
C.	Interesting	(8)73%	(3)27%				
D.	Well prepared and organized	(10)91%	(1)9%				

3. Training content:

A.	Covered too much material		(1)9%		(6)55%	(4)36%	
B.	Covered too little material	(1)9%		(1)9%	(5)45%	(3)27%	(1)9%
C.	Informative	(9)82%	(2)18%				
D.	Applicable to your situation	(7)64%	(3)27%				(1)9%

4. The most helpful about today's session: see attached

5. The least helpful about today's session: see attached

6. Did this training session meet your expectations? Yes 11 (100% No ____

7. Why or why not? see attached

8. Were the objectives of this session stated clearly at the beginning? yes (11) 100%

9. How would you compare today's session to others you have attended? see attached

10. Suggestions and comments: see attached

Thank you for taking the time to complete this form.

2-20-88

4. The most helpful about today's session:
The different creative project to do with kids.
All the material covered was most helpful.
How to keep children interested.
Recipes for art activities.
Learning to create new play items.
Neat ideas - presented in such an organized way.
Activity's to do w/kids.
Things to do with children.
All of it.
Art for the kids.

5. The least helpful about today's session:
Nothing.
2-None.
3-N/A

7. Why or why not?
It helps the provider to provide interesting things for children
To do what is helpful both to provider and children.
It was very interesting.
Helpful hints or behavior in making things
I really felt it was important to keeping children happy.

9. How would you compare today's session to others you have attended?
More informative in a practical way.
This was much more interesting.
Very informative.
One of the better ones.
Very helpful.
Getting better each time.
Loved it, very, very helpful.
Very enjoyable.

10. Suggestions and comments:
Very informative.
She think's it's great. Guadalupe asked me to express. She said she didn't know how to write her feelings.
Very well organized.
More things for infants & toddlers.
Thanks.

Jackson County
Group Meeting 5
N=11

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Date: 2-23-88

Highest Level of Education: (Circle One)

In Which Family Day Care Project are you enrolled?

___ 1 YWCA ___ 9 Jackson County
___ Wyandotte ___ Johnson County
___ Guest 1 NR

High School: 9 (1) 10 11 12 (1)
H.S. Diploma or G.E.D.
C.D.A. Degree
A.A. Degree
B.S. or B.A. Degree
College Hours - How many? 27;120;1;18;32;24

How many group meetings have you attended? (Circle One)

1 2 (1)9% 3 (1)9% 4 (2)18% 5 (4)36% 6 7 8 9 NR(3)27%

2. Reaction to today's training seesion:

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NR
A. Relevant	(10)91%	(1)9%				
B. Waste of time	(1)%			(2)18%	(8)73%	
C. Interesting	(8)78%	(3)27%				
D. Well prepared and organized	(9)82%	(2)18%				

3. Training content:

A. Covered too much material				(3)27%	(8)73%	
B. Covered too little material			(2)18%	(2)18%	(6)55%	(1)9%
C. Informative	(1)100%					
D. Applicable to your situation	(9)91%	(2)18%				

4. The most helpful about today's session: see attached

5. The least helpful about today's session: see attached

6. Did this training session meet your expectations? Yes 11(100%) No ___

7. Why or why not? see attached

8. Were the objectives of this session stated clearly at the beginning? yes (10) 91%
no (1) 9%

9. How would you compare today's session to others you have attended? see attached

10. Suggestions and comments: see attached

Thank you for taking the time to complete this form.

2-23-88

4. The most helpful about today's session:
All.
All of it.
Activity.
Playing.
Very helpful.
Actual "play".
It was fun!
Everything.
Hands on.

5. The least helpful about today's session:
2-None.
Nothing.
2-N/A
Film.
Not enough time.
Not any.

7. Why or why not?
All are different & informative.
It was better than I expected. I didn't expect hands on but was surprised.
Informative.
Because I expect great things and these ladies do a great job.
Good ideas.
The ideas shown are very applicable to my situation.

9. How would you compare today's session to others you have attended?
All are informative.
Good.
Successful.
The best.
Much better.
Each session is getting more informative.
It was more fun than others.
Very informative.
More informative.

10. Suggestions and comments:
More hands on.
Thank you for your time in showing many interesting concepts and Things children will be eager to do.
Very helpful.

Jackson County
Group Meeting 6
N=14

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Date: 3-19-88

Highest Level of Education: (Circle One)

In Which Family Day Care Project are you enrolled?

1 YWCA
11 Jackson County
____ Wyandotte
____ Johnson County
____ Guest
2 NR

High School: 9(1) 10 11 12 (5)
H.S. Diploma or G.E.D. 2
C.D.A. Degree
A.A. Degree
B.S. or B.A. Degree 1
College Hours - How many? 70;40;92;6
NR 1

How many group meetings have you attended? (Circle One)

1 2-(3) 21% 3 4 5-(1) 7% 6-(7) 50% 7 8 9 NR (3) 21%

2. Reaction to today's training seesion:

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NR
A. Relevant	(7)50%	(3)21%	(2)14%			( )14
B. Waste of time				(4)28%	(8)57%	(2)14
C. Interesting	(9)64%	(5)36%				
D. Well prepared and organized	(11)79%	(3)21%				

3. Training content:

A. Covered too much material				(6)43%	(6)43%	( )14
B. Covered too little material		(1)7%	(1)7%	(7)50%	(3)21%	(2)14
C. Informative	(8)57%	(5)36%	(1)7%			
D. Applicable to your situation	(7)50%	(6)43%				( )7%

4. The most helpful about today's session: see attached

5. The least helpful about today's session: see attached

6. Did this training session meet your expectations? Yes (14)100% No ____

7. Why or why not? see attached

8. Were the objectives of this session stated clearly at the beginning? yes (11) 79%, no (1) 7%, NR (2) 14%

9. How would you compare today's session to others you have attended? see attached

10. Suggestions and comments: see attached

Thank you for taking the time to complete this form.

3-19-88

4. The most helpful about today's session:
Music activities, flannel board.
All of it.
How to make play thing out of what you have at home.
Imagination & how to use it.
Mini group sessions.
Flannel board.
So many good things.
The variety of ideas and the applicability for a wide range of
The childrens' interests.
New ideas & activities for children.
Activities.

5. The least helpful about today's session:
Nothing.
Cooking.
2-very helpful.
N/A
None.

7. Why or why not?
Needed everything that was said especially music activities &
the flannel board stories.
Good idea on music toys & storytell ideas & design.
All the things were helpful to me for the furture.
Very informative.
Lots of ideas & interactions.
Always looking for something new.
It was so many different thing and they all was good.
Very interested.
I learned alot of activities to do with kids.

9. How would you compare today's session to others you have attended?
Great! & Lots of Fun.
Some of the topic concerning playing and making toys were perfect
for me.
More involved.
One of the best.
All great.
Getting better each time.
N/A
Best.
Too premature for comparisons.
We work in different area so we learned more.
Great fun and helpful.
Fun and interesting.

10. Suggestions and comments:
Had a wonderful time enjoyed.
Mini groups are so <u>effective</u>.
It was great!
I love my classes.

Jackson county
Group Meeting 6
N=9

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Date: 3-21-88 N=9

Highest Level of Education: (Circle One)

In Which Family Day Care Project are you enrolled?

____ YWCA 7 Jackson County
____ Wyandotte ____ Johnson County
____ Guest 2 NR

High School: 9 10 11 12 (3)
H.S. Diploma or G.E.D. (1)
C.D.A. Degree
A.A. Degree
B.S. or B.A. Degree
College Hours - How many? 27; 32; 1
NR 1

How many group meetings have you attended? (Circle One)

1 2 3 4-(1) 11% 5-(2) 22% 6-(3) 33% 7 8 9 NR (3) 33%

2. Reaction to today's training seesion:

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NR
A. Relevant	(8)89%	(1)11%				
B. Waste of time				(1)11%	(8)89%	
C. Interesting	(6)67%	(2)22%		(1)11%		
D. Well prepared and organized	(6)67%	(2)22%		(1)11%		

3. Training content:

A. Covered too much material				(4)44%	(5)56%
B. Covered too little material				(5)56%	(4)44%
C. Informative	(7)78%	(2)22%			
D. Applicable to your situation	(7)78%	(2)22%			

4. The most helpful about today's session: see attached

5. The least helpful about today's session: see attached

6. Did this training session meet your expectations? Yes (9)100% No ____

7. Why or why not? see attached

8. Were the objectives of this session stated clearly at the beginning? yes(8) 89%
NR (1) 11%

9. How would you compare today's session to others you have attended? see attached

10. Suggestions and comments: see attached

Thank you for taking the time to complete this form.

3-21-88

4. The most helpful about today's session:
Learning.
Variation of activities.
Creativity for the children.
Learning the difference between following directions and having a choice to do as you please.
Being able to participate and learning activities.
Music.
Ideas!!!
Having the actual experience of doing projects or activities.

5. The least helpful about today's session:
Not eating enough before I came.
Maybe the film but I missed most of it.
No comment.
Nothing.
Always good.
All applicable.

7. Why or why not?
It taught alot in a relaxed atmosphere.
I need to know more about what to do with children in the age group.
It gave quite a few ideas.
Because it was informative.
Very informative.
Because it gave terrific ideas on involving all of the children which enhances children desire to want to return.

9. How would you compare today's session to others you have attended?
good.
They just keep getting more enjoyable.
Well planned, a lot of time put into.
Less boring more fun.
Fun.
Wonderful.
Equal in value.
Today's/tonight's activities focused solely on involving children.

10. Suggestions and comments:
N/A
Keep up the very good work!!!
Terrific! Timing the activities was great and created more excitement.

Jackson County
Group Meeting 7
N=16

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Date: 4-16-88

Highest Level of Education: (Circle One)

In Which Family Day Care Project are you enrolled?

5 YWCA
9 Jackson County
Wyandotte
Johnson County
1 Guest
1 NR

High School: 9 10 11 12 (7)
H.S. Diploma or G.E.D.(1)
C.D.A. Degree
A.A. Degree (1)
B.S. or B.A. Degree (1)
College Hours - How many? MME;70;96;3
NR 2

How many group meetings have you attended? (Circle One)

1 2 3-(1) 6% 4 5 6-(3) 19% 7-(8) 50% 8 9 NR(4) 25%

2. Reaction to today's training seesion:

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NR
A. Relevant	10(63%)	(5)31%	(1)6%			
B. Waste of time	1(6%)			(5)31%	(10)63%	
C. Interesting	12(75%)	(4)25%				
D. Well prepared and organized	11(69%)	(5)31%				

3. Training content:

A. Covered too much material		(1)6%		(8)50%	(5)31%	(2)13
B. Covered too little material		(1)6%	(3)19%	(6)50%	(4)25%	(2)13
C. Informative	10(63%)	(5)31%		(1)6%		
D. Applicable to your situation	8(50%)	(7)44%				(1)6

4. The most helpful about today's session: see attached

5. The least helpful about today's session: see attached

6. Did this training session meet your expectations? Yes 16(100%) No

7. Why or why not? see attached

8. Were the objectives of this session stated clearly at the beginning? yes (16) 100%

9. How would you compare today's session to others you have attended? see attached

10. Suggestions and comments: see attached

Thank you for taking the time to complete this form.

4-16-88

4. The most helpful about today's session:
2-All.
Parent's needs & provider policy.
Guests comments.
Deb child care checklist.
Policies & procedures.
Learning about interviews.
Holiday pay.
Beverly's input.
Policies on day care problem.

5. The least helpful about today's session:
Very helpful.
2-N/A
2-None.
Nothing.

7. Why or why not?
Different points of view on different situations.
It was great.
Needed more time to discuss policies.
Because this program is preparing me with very nice experiences of other providers.
Helping in Communications and problem solving.
To learn what to expect from parents.
Informative.
It was very informative.
Great practical info from experienced providers.
Interesting information.

9. How would you compare today's session to others you have attended?
They get better each session.
Informative.
Fine.
Enjoyable and informing.
They all get better & better.
Interesting as other session were.
N/A
Interesting.
Getting better each class.
Interesting & informative.
I enjoy hearing from outside sources.
Good, liked the "play" ones best - I'm a kid at heart!
Great.

4-16-88 (continued)

10. Suggestions and comments:
I think these meetings are wonderful.
I hope this program will be in Jackson County forever.
How can I enroll in this program?
Thank you for teaching us, for taking the time, energy to help us learn this program. I have learned more here than I would of anywhere else.

Jackson County
Group Meeting 7
N=4

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Date: 4-18-88

Highest Level of Education: (Circle One)

In Which Family Day Care Project are you enrolled?

___ YWCA
3 Jackson County
___ Wyandotte
___ Johnson County
___ Guest
1 NR

High School: 9 10 11 12
H.S. Diploma or G.E.D. (1)
C.D.A. Degree
A.A. Degree
B.S. or B.A. Degree
College Hours - How many? 32
NR 2

How many group meetings have you attended? (Circle One)

1 2 3 4 5 6 7-(3) 75% 8 9 NR(1) 25%

2. Reaction to today's training seesion:

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NR
A. Relevant	(4)100%					
B. Waste of time				(2)50%	(2)50%	
C. Interesting	(2)50%	(2)50%				
D. Well prepared and organized	(2)50%	(2)50%				

3. Training content:

A. Covered too much material				(2)50%	(2)50%
B. Covered too little material				(2)50%	(2)50%
C. Informative	(2)50%	(2)50%			
D. Applicable to your situation	(2)50%	(2)50%			

4. The most helpful about today's session: see attached

5. The least helpful about today's session: see attached

6. Did this training session meet your expectations? Yes (4)100% No ___

7. Why or why not? see attached

8. Were the objectives of this session stated clearly at the beginning? yes (4) 100%

9. How would you compare today's session to others you have attended? see attached

10. Suggestions and comments: see attached

Thank you for taking the time to complete this form.

4-18-88

4. The most helpful about today's session:
Setting policies.
Knowing what to do at times of vacation or days off etc.

5. The least helpful about today's session:
N/A

7. Why or why not?
This session was a confirming meeting.
Questions answered I wasn't aware of.

9. How would you compare today's session to others you have attended?
Today's session was really relevant for my needs at this time.
Perfect timing.
I have enjoyed all of the meetings.
Just as informative.

10. Suggestions and comments:
None listed.

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Jackson County
Group Meeting #8
N=6
Date: May 16, 1988

Highest Level of Education: (Circle One)

In Which Family Day Care Project are you enrolled?
____ YWCA (5)83% Jackson County
____ Wyandotte (1)17% Johnson County
____ Guest

High School: 9 10 11 12
H.S. Diploma or G.E.D. (1)
C.D.A. Degree
A.A. Degree
B.S. or B.A. Degree
College Hours - How many? 18; 70; 8; 3 NR 1

How many group meetings have you attended? (Circle One)

1 2 3 4 (1)17% 5 (1)17% 6 (2)33% 7 8 (2)33% 9

2. Reaction to today's training seesion:

		STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	N
A.	Relevant	(2)33%	(4)67%				
B.	Waste of time				(5)83%	(1)17%	
C.	Interesting	(1)17%	(5)83%				
D.	Well prepared and organized	(2)33%	(4)67%				

3. Training content:

A.	Covered too much material				(3)50%	(3)50%	
B.	Covered too little material		(2)33%		(4)67%		
C.	Informative	(2)33%	(4)67%				
D.	Applicable to your situation	(1)17%	(3)50%	(2)33%			

4. The most helpful about today's session: see attached

5. The least helpful about today's session: see attached

6. Did this training session meet your expectations? Yes (6)100% No ____

7. Why or why not? see attached

8. Were the objectives of this session stated clearly at the beginning? yes (5) 83%
NR (1) 17%

9. How would you compare today's session to others you have attended? see attached

10. Suggestions and comments: see attached

Thank you for taking the time to complete this form.

5-16-88

4. The most helpful about today's session:
Child abuse film and books.
2-The film on Strangers.
All of the reading materials.

5. The least helpful about today's session:
Nothing.
N/A
My children disturbing.

7. Why or why not?
Because everything that was covered was relevant.
Cover all materials.

9. How would you compare today's session to others you have attended?
Informative they were all good (sessions).
Very helpful, as have been all the others.
Very informative.
I can't they were all good.
Great.

10. Suggestions and comments:
You'll know who this is (maybe) but I can't hear with kids playing & clanging toys. If there was a special corner for kids to play, but that's no good.

Jackson County
Group Meeting 8
N=9

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Date: May 21, 1988

In Which Family Day Care Project are you enrolled?
(1)11% YWCA (5)56% Jackson County
____ Wyandotte ____ Johnson County
____ Guest
NR (3) 33%

Highest Level of Education: (Circle One)
High School: 9 10 11 12 (2)
H.S. Diploma or G.E.D. (1) MME (1)
C.D.A. Degree
A.A. Degree
B.S. or B.A. Degree (1)
College Hours - How many? 36;38
NR=2

How many group meetings have you attended? (Circle One)

1 2 (1)11% 3 4 5 6 7 (2)22% 8 (5)56% 9

2. Reaction to today's training seesion:

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NR
A. Relevant	(8)89%					(1)11%
B. Waste of time		(1)11%		(5)56%		(3)33%
C. Interesting	(7)78%					(2)22%
D. Well prepared and organized	(7)78%	(1)11%				(1)11%

3. Training content:

A. Covered too much material				(3)33%	(4)44% (2)22%
B. Covered too little material				(2)22%	(5)56% (2)22%
C. Informative	(7)78%	(2)22%			
D. Applicable to your situation	(6)67%	(1)11%			(2)22%

4. The most helpful about today's session: see attached

5. The least helpful about today's session: see attached

6. Did this training session meet your expectations? Yes (9)100% No ____

7. Why or why not? see attached

8. Were the objectives of this session stated clearly at the beginning? yes (8) 89%
NR (1) 11%

9. How would you compare today's session to others you have attended? see attached

10. Suggestions and comments: see attached

Thank you for taking the time to complete this form.

5-21-88

4. The most helpful about today's session:
Abuse of c..ildren.
How to Identify Child Abuse an Neglect.
Child Abuse.
anawers questions.
hotline numbers, signs to look for in abuse situations.

5. The least helpful about today's session:
Nothing.
Knowing who contact when.
movie projector didn't work

7. Why or why not?
None listed.

9. How would you compare today's session to others you have attended?
Interesting.
Informative.
Both sessions were very information & interesting.
I have really enjoyed the entire program.
great as usual.
enjoyable.
This session as others, was well planned & presented in a very professional manner.
excellent it ranks on top - but all the meetings have been outstanding.

10. Suggestions and comments:
I have enjoyed the sessions and used the information & materials.
Only wish this team: Vartuli, Blair & Richardson could be allowed to do this again the next year.
it's a touchy subject - but a must; there was just the right amount of material and group interraction.

Jackson County
roup Meeting 9
-10

PARTICIPANT REACTION SHEET

ate: June 18, 1988

Highest Level of Education: (Circle One)

In Which Family Day Care Project are you enrolled?

___ YWCA (9)90% Jackson County
___ Wyandotte ___ Johnson County
___ Guest (1)10% NR

High School: 9(1) 10 11 12 (2)
H.S. Diploma or G.E.D. (3)
C.D.A. Degree
A.A. Degree
B.S. or B.A. Degree 1
College Hours - How many? 68 72; MME; 96

ow many group meetings have you attended? (Circle One)

1 2 3 4 5 6 (1)10% 7 8 (2)20% 9(5)50% NR(2)20%

2. Reaction to today's training seesion:

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	NR
A. Relevant	(7)70%	(3)30%	___	___	___	
B. Waste of time	___	___	___	(3)30%	(7)70%	
C. Interesting	(7)70%	(3)30%	___	___	___	
D. Well prepared and organized	(7)70%	(2)20%	___	___	(1)10%	

3. Training content:

A. Covered too much material	___	(1)10%	(2)20%	(2)20%	(5)50%
B. Covered too little material	___	___	(3)30%	(1)10%	(6)60%
C. Informative	(6)60%	(3)30%	(1)10%	___	___
D. Applicable to your situation	(6)60%	(4)40%	___	___	___

4. The most helpful about today's session: see attached.

5. The least helpful about today's session: see attached.

6. Did this training session meet your expectations? Yes (10)100% No ___

7. Why or why not? see attached.

8. Were the objectives of this session stated clearly at the beginning? yes (9) 90% NR (1) 10%

9. How would you compare today's session to others you have attended? see attached.

10. Suggestions and comments: see attached.

Thank you for taking the time to complete this form.

6-18-88

4. The most helpful about today's session:
Income and taxes.
Tax information.
Budgeting.
All.
Covered a lot of good information I needed.
Insurance discussion.
Insurance & tax pages.

5. The least helpful about today's session:
None.
2-nothing.
2-N/A

7. Why or why not?
Covered the questions I had about tax and insurance.
Because it tied in all the information of the business.
Learning about insurance & taxes.
Informative and helpful.

9. How would you compare today's session to others you have attended?
Very helpful and informative.
Just as helpful as the others.
Great as always, very informative.
Interesting.
Good - there was too much detail to cope with this week.
Very helpful.
I feel all the meeting I attended were good I learned alot from.
All very good.

10. Suggestions and comments:
Thank a lot this program had been very helpful to my child care business. It helps me to organize me and show me how to take care better of my kids.
N/A
Speakers were outstanding.
Would like to repeat the program & get in on the beginning.

Jackson County
Group Meeting 9
N=11

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Date: June 20, 1988

Highest Level of Education: (Circle One)

In Which Family Day Care Project are you enrolled?

____ YWCA (7)64% ____ Jackson County
____ Wyandotte ____ Johnson County
____ Guest (4)36% NR

High School: 9 10 11 (1)12
H.S. Diploma or G.E.D. (2)
C.D.A. Degree
A.A. Degree
B.S. or B.A. Degree
College Hours - How many? 12;22;36;9;3;40;18 NR (1)

How many group meetings have you attended? (Circle One)

1 2 3 4 (1)9% 5 (1)9% 6 7 (3)27% 8 9(4)36% NR (2)18%

2. Reaction to today's training seesion:

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	N
A. Relevant	(10)91%	(1)9%				
B. Waste of time				(2)18%	(9)82%	
C. Interesting	(4)36%	(7)64%				
D. Well prepared and organized	(6)55%	(5)45%				

3. Training content:

A. Covered too much material				(9)82%	(2)18%
B. Covered too little material			(1)9%	(6)55%	(4)36%
C. Informative	(7)64%	(4)36%			
D. Applicable to your situation	(6)55%	(5)45%			

4. The most helpful about today's session: see attached.

5. The least helpful about today's session: see attached.

6. Did this training session meet your expectations? Yes (10)91% No ____ NR (1) 9%

7. Why or why not? see attached.

8. Were the objectives of this session stated clearly at the beginning? yes (9) 82% NR (2) 18%

9. How would you compare today's session to others you have attended? see attached

10. Suggestions and comments: see attached.

Thank you for taking the time to complete this form.

6-20-88

4. The most helpful about today's session:
Ins. & Tax prep. info.
3-Taxes.
Insurance importance with both car and home.
Bookkeeping for taxes.
Insurance & tax coverages.
Everything.
Tax preparation.
Insurance, taxes, recording income and outgoing monies.

5. The least helpful about today's session:
6-N/A
Cake.
Nothing.

7. Why or why not?
Informative.
I found out that it is definitely important to have insurance for your car if taking children on field trips be it far or near.
2-very informative.
Beneficial for personal needs.
I learned things that I didn't know before.
I'm going to receive a license and have been questioned about record keeping, etc.

9. How would you compare today's session to others you have attended?
Not as much fun as shaving cream but good.
I have enjoyed them all.
Excellent-2.
Like all other sessions this session was well planned.
I've enjoyed them all.
Very good-2.
All informative.

10. Suggestions and comments:
Thank you for all your time & work.
Keep this program available it is very informative and helpful.
Learned alot more of things.
Very helpful to beginners.

Appendix G

Group Meeting Evaluation Summary

Composite of All Agencies

Year 2

Family Day Care Training Consortium
Provider Training Project
Cumulative Evaluation Results 1987-88

- October 1987 through July 1988
- Attendance 521 Average of 9.3 participants per session

Reactions to the 56 Training Sessions

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Answer
Relevant	(333) 64%	(147) 28%	(11) 2%	(1) .2%	(3) .6%	(26) 5%
Waste of Time	(9) 2%	(7) 1%	(7) 1%	(157) 30%	(313) 60%	(28) 5%
Interesting	(326) 63%	(179) 34%	(2) .4%	(2) .4%	(2) .4%	(10) 2%
Well prepared	(332) 64%	(171) 33%	(3) .6%	(1) .2%	(2) .4%	(12) 2%

Reactions to Training Content

Covered too much material	(7) 1%	(17) 3%	(35) 7%	(257) 49%	(168) 32%	(37) 7%
Covered too little material	(13) 2%	(14) 3%	(51) 10%	(235) 45%	(164) 31%	(44) 8%
Informative	(336) 64%	(165) 32%	(5) 1%	(4) .8%	(3) .6%	(8) 1.5%
Applicable to situation	(300) 58%	(176) 34%	(11) 2%	(3) .6%	(4) .8%	(27) 5%

Did this training session meet your expectations?	yes (508) 98%	no (6) 1%	NR (6) 1%
Were objectives stated clearly?	yes (443) 85%	no (4) .8%	NR (74) 14%

Appendix H

Group Meeting Evaluation Summary

by Agency

Year 2

Jackson County
Family Day Care
Cumulative Evaluation Results

- October 1987 through June 1988
- 18 sessions - 2 meetings per month
- Attendance 212 Average of 11.7 participants per session

Reactions to the 56 Training Sessions

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Answer
Relevant	(131)62%	(64)30%	(6)3%	(1).2%	(1).5%	(10)5%
Waste of Time	(7) 3%	(2) 1%	(2)1%	(61)29%	(126)59%	(14)7%
Interesting	(121)57%	(81)38%	(1).5%	(2)1%	(1).5%	(6)3%
Well prepared	(131)62%	(74)35%	(1).5%	(1).5%	(1).5%	(4)2%
Reactions to Training Content						
Covered too much material	(2) 1%	(8)4%	(5)2%	(114)54%	(72)34%	(11)5%
Covered too little material	(4) 2%	(8)4%	(20)9%	(98)46%	(164)31%	(44)8%
Informative	(130)61%	(75)35%	(2)1%	(1).5%		(4)2%
Applicable to situation	(107)50%	(86)34%	(4)2%	(1).5%		(14)7%

Did this training session meet your expectations?	yes (208) 98%	no (2) 1%	NR (2) 1%
Were objectives stated clearly?	yes (190) 90%	no (2) 1%	NR (20) 9%

Johnson County
Family Day Care
Provider Training Project
Cumulative Evaluation Results

- November 1987 through June 1988
- 8 sessions - 1 meetings per month
- Attendance 37 average attendance 4.6

Reactions to the 8 Training Sessions

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Answer
Relevant	(33)89%	(4)11%				
Waste of Time				(7)19%	(30)81%	
Interesting	(26)70%	(11)30%				
Well prepared	(27)73%	(10)27%				
Reactions to Training Content						
Covered too much material		(1) 3%	(2) 5%	(17)46%	(17)46%	
Covered too little material	(1) 3%	(1) 3%	(4)11%	(15)41%	(16)43%	
Informative	(30)81%	(7)19%				
Applicable to situation	(28)76%	(9)24%				

172

Did this training session meet your expectations?	yes	(37)100%		
Were your objectives stated clearly?	yes	(31) 84%	NR	(6)16%

Wyandotte - Heart of America Family Services
Family Day Care
Provider Training Project
Cumulative Evaluation Results

- November 1987 through June 1988
- 8 sessions - 1 meeting per month
- Attendance 70 Average of 8.75 participants per session

Reactions to the 8 Training Sessions

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Answer
Relevant	(52) 74%	(15) 21%	(1) 1%		(1) 1%	(1) 1%
Waste of Time	(1) 1%			(15) 21%	(52) 74%	(2) 3%
Interesting	(57) 81%	(12) 17%			(1) 1%	
Well prepared	(58) 83%	(10) 14%			(1) 1%	(1) 1%
Reactions to Training Content						
Covered too much material	(3) 4%	(6) 9%	(1) 1%	(33) 47%	(22) 31%	(5) 7%
Covered too little material	(1) 1%	(1) 1%		(34) 49%	(29) 41%	(5) 7%
Informative	(51) 73%	(13) 19%		(2) 3%	(3) 4%	(1) 1%
Applicable to situation	(51) 73%	(14) 20%		(2) 3%	(2) 3%	(1) 1%

Did this training session meet your expectations?	yes	(70) 100%	
Were your objectives stated clearly?	yes	(66) 94%	NR (4) 6%

YWCA
Family Day Care
Provider Training Project
Cumulative Evaluation Results

- November 1987 through July 1988
- 22 sessions - 2 to 3 meetings per month
- Attendance 202 Average of 9.2 participants per session

Reactions to the 22 Training Sessions

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Answer
Relevant	(117)58%	(64)32%	(4)2%	(1).5%	(1).5%	(15)7%
Waste of Time	(1).5%	(5) 2%	(5)2%	(74)37%	(105)52%	(12)6%
Interesting	(122)60%	(75)37%	(1).5%			(4)2%
Well prepared	(116)57%	(77)38%	(2)1%			(7)3%

Reactions to Training Content

Covered too much material	(2) 1%	(2) 1%	(27)13%	(93)46%	(57)28%	(21)10%
Covered too little material	(7) 3%	(4) 2%	(27)13%	(88)44%	(55)27%	(21)10%
Informative	(125)62%	(70)35%	(3)1.5%	(1).5%		(3)1.5%
Applicable to situation	(114)56%	(67)33%	(7)3%		(2)1%	(12)6%

Did this training session meet your expectations?	yes (193) 95.5%	no (4) 2%	NR (4) 2%	Somewhat (1).5%
Were objectives stated clearly	yes (156) 77%	no (2) 1%	NR (44) 22%	

Appendix I

Group Meeting Evaluation Summary

by Meeting

Year 2

Group Meeting Summary
Family Day Care Training

Group Meeting #1
Attendance 59 Average Attendance 9.8
Number of meetings 6

Reactions to training session	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Answer
Relevant	(24) 41%	(29) 49%	(1) 2%			(5) 8%
Waste of time		(3) 5%	(1) 2%	(16) 27%	(36) 61%	(3) 5%
Interesting	(29) 49%	(27) 46%	(2) 3%			(1) 2%
Well prepared						
Reactions to training content						
Covered too much		(3) 5%	(5) 8%	(34) 58%	(12) 20%	(5) 8%
Covered too little	(1) 2%	(3) 5%	(6) 10%	(31) 53%	(12) 20%	(6) 10%
Informative	(3) 51%	(26) 44%	(2) 3%	(1) 2%		
Applicable	(26) 44%	(25) 42%	(1) 2%	(1) 2%		(6) 10%

Did this training session meet your expectations? Yes (58) 98% no (1) 2%

Were objectives stated clearly? Yes (52) 88% NR (7) 12%

Group Meeting Summary
Family Day Care Training

Group Meeting #2
Attendance 68 Average Attendance 11.3
Number of meetings 6

Reactions to training session	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Answer
Relevant	(42)62%	(21)31%				(5)7%
Waste of time	(1)1%		(3)4%	(16)24%	(40)59%	(8)12%
Interesting	(44)65%	(21)31%			(1)1%	(2)3%
Well prepared	(40)59%	(24)35%			(1)1%	(3)4%
Reactions to training content						
Covered too much	(3)4%	(6)9%	(4)6%	(29)43%	(21)31%	(5)7%
Covered too little	(1)1%		(5)7%	(30)44%	(25)37%	(7)10%
Informative	(46)68%	(19)28%			(1)1%	(2)3%
Applicable	(36)53%	(23)34%	(1)1%		(2)3%	(6)9%

Did this training sessions meet your expectations? Yes (66) 97% no (2) 3%

Were objectives stated clearly? Yes (60) 88% no (2) 3% NR(6)9%

Group Meeting Summary
Family Day Care Training

Group Meeting #3
Attendance 67 Average Attendance 9.6
Number of meetings 7

Reactions to training session	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Answer
Relevant	(42) 63%	(20) 30%				(5) 7%
Waste of time			(1) 1%	(14) 21%	(48) 72%	(4) 6%
Interesting	(47) 70%	(18) 27%				(2) 3%
Well prepared	(48) 72%	(17) 25%				(2) 3%
Reactions to training content						
Covered too much	(1) 1%	(2) 3%	(4) 6%	(34) 51%	(22) 33%	(4) 6%
Covered too little	(3) 4%	(2) 3%	(6) 9%	(29) 43%	(20) 30%	(7) 10%
Informative	(44) 66%	(21) 31%			(1) 1%	(1) 1%
Applicable	(43) 64%	(22) 33%				(2) 3%

Did this training session meet your expectations? Yes (66) 99% no (1) 1%

Were objectives stated clearly? Yes (60) 90% NR(7) 12%

Group Meeting Summary
Family Day Care Training

Group Meeting #4
Attendance 55 Average Attendance 11
Number of meetings 5

Reactions to training session	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Answer
Relevant	(35)64%	(14)25%	(3)5%			(3)5%
Waste of time	(4)7%		(1)2%	(18)33%	(30)55%	(2)4%
Interesting	(29)53%	(22)40%		(1)2%	(2)4%	(1)2%
Well prepared	(31)56%	(22)40%	(1)2%			(1)2%
Reactions to training content						
Covered too much		(1)2%	(1)2%	(36)65%	(13)24%	(4)7%
Covered too little	(1)2%	(2)4%	(2)4%	(30)55%	(16)29%	(4)7%
Informative	(34)62%	(20)36%			(1)2%	
Applicable	(34)62%	(17)31%	(1)2%			(4)7%

Did this training session meet your expectations? Yes (53) 96% no (1)2% NR (1)2%

Were objectives stated clearly? Yes (52)95% NR(3)5%

Group Meeting Summary
Family Day Care Training

Group Meeting #5
Attendance 62 Average Attendance 10.3
Number of meetings 6

Reactions to training session	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Answer
Relevant	(43)69%	(17)27%				(2)3%
Waste of time	(2)3%	(2)3%		(13)21%	(42)68%	(3)5%
Interesting	(39)63%	(23)37%				
Well prepared	(42)68%	(17)27%		(1)2%		(2)3%
Reactions to training content						
Covered too much		(1)2%	(3)5%	(27)44%	(27)44%	(4)6%
Covered too little	(2)3%	(2)3%	(7)11%	(24)39%	(21)34%	(6)10%
Informative	(45)73%	(16)26%		(1)2%		
Applicable	(43)69%	(17)27%				(2)3%

Did this training session meet your expectations? Yes (61) 98% no (1)2%

Were objectives stated clearly? Yes (59)95% NR(3)5%

Group Meeting Summary
Family Day Care Training

Group Meeting #6
Attendance 60 Average Attendance 8.6
Number of meetings 7

Reactions to training session	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Answer
Relevant	(40)67%	(13)22%	(3)5%		(1)2%	(3)5%
Waste of time		(1)2%		(22)37%	(34)57%	(3)5%
Interesting	(40)67%	(19)32%		(1)2%		
Well prepared	(37)62%	(16)27%		(1)2%		(6)11%
Reactions to training content						
Covered too much	(3)5%		(4)7%	(26)43%	(23)38%	(4)7%
Covered too little	(1)2%	(1)2%	(5)8%	(29)48%	(20)33%	(4)7%
Informative	(38)63%	(20)33%	(1)2%		(1)2%	
Applicable	(35)58%	(23)38%				(2)3%

Did this training session meet your expectations? Yes (59) 98% no (1)2%

Were objectives stated clearly? Yes (51)85% no (1)2% NR(8)13%

Group Meeting Summary
Family Day Care Training

Group Meeting #7
Attendance 42 Average Attendance 7
Number of meetings 6

Reactions to training session	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Answer
Relevant	(32) 76%	(9) 21%	(1) 2%			
Waste of time	(1) 2%		(1) 2%	(17) 40%	(23) 57%	
Interesting	(29) 69%	(13) 31%				
Well prepared	(28) 67%	(14) 33%				
Reactions to training content						
Covered too much		(2) 5%	(2) 5%	(22) 52%	(13) 31%	(3) 7%
Covered too little		(2) 5%	(6) 14%	(16) 38%	(15) 36%	(3) 7%
Informative	(28) 67%	(12) 28%		(1) 2%		(1) 2%
Applicable	(26) 62%	(14) 33%				(2) 5%

Did this training session meet your expectations? Yes (42) 100% no

Were objectives stated clearly? Yes (39) 93% NR(3) 7%

Group Meeting Summary
Family Day Care Training

Group Meeting #8
Attendance 56 Average Attendance 7
Number of meetings 8

Reactions to training session	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Answer
Relevant	(38)68%	(12)21%	(1)2%	(1)2%	(4)7%	
Waste of time	(1)2%	(1)2%		(27)48%	(22)39%	(5)9%
Interesting	(36)64%	(17)30%		(3)5%		
Well prepared	(37)66%	(17)30%		(2)3%		
Reactions to training content						
Covered too much	(5)9%	(28)50%	(17)30%	(6)11%		
Covered too little	(1)2%	(2)3%	(4)7%	(29)52%	(14)25%	(6)11%
Informative	(40)71%	(13)23%	(1)2%			(2)3%
Applicable	(27)48%	(15)27%	(8)14%			(6)11%

Did this training session meet your expectations? Yes (52) 93% NR (3)% Somewhat (1)2%

Were objectives stated clearly? Yes (44)78% no (1)2% NR(11)20%

Group Meeting Summary
Family Day Care Training

Group Meeting #9
Attendance 52 Average Attendance 8.7
Number of meetings 6

Reactions to training session	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Answer
Relevant	(37)71%	(12)23%	(2)4%		(1)2%	
Waste of time				(14)27%	(38)73%	
Interesting	(33)63%	(19)37%				
Well prepared	(36)69%	(14)27%	(1)2%		(1)2%	
Reactions to training content						
Covered too much	(1)2%	(1)2%	(7)13%	(21)40%	(21)40%	(1)2%
Covered too little	(2)4%		(10)19%	(18)35%	(21)40%	(1)2%
Informative	(32)62%	(18)35%	(1)2%	(1)2%		
Applicable	(30)58%	(20)38%	(1)2%			(1)2%

Did this training session meet your expectations? Yes (51) 98% NR (1)2%

Were objectives stated clearly? Yes (43)83% NR (9)17%

Appendix J

Home Visit Evaluation for the

Jackson County Family Day Care

Project - Year 2

Date March '88
Project YWCA
Jackson N=23
Johnson
Wyandotte

Family Day Care Project
Provider Training
Home Visit Reaction Sheet

1. The most helpful thing about home visits is:
The encouragement.
See another adult that is cheerful and very helpful and suggestive.
Time to talk
Questions and Answers
Knowing that someone cares about the home day care provider and trying to improve the quality of care the provider is giving to her children
An open ear. A cheerful break in the day. informative
Getting to ask questions that I forgot to ask at the meeting
The personal time to solve or improve a learning situation
Advise, approval, common conversations and concerns
Home visit enable you to communicate one to one basic on previous UMCK visits
Chance to discuss (+) & (-) of work
It's nice to have a sounding board! I also enjoy new ideas
You can talk about things that come up in your home day care
Being able to ask questions about things that I'm not sure of. It's
Also a time share at of experiences my children and I may have had.
The important information you learn about child care
Be able to talk about what went on in the classes.
Having time to review material & discuss new problems
Having someone to talk to about your work and the problems that arise
To talk on a one to one basis on information given in the meetings,
Also to ask questions about issues that is on my mind
I'm informed about one thing or another at each visit. Evelyn always has interesting "Tidbits to share! She brings me papers on monthly magazines & etc. for not only me but for my parents as well.
Give more ideas that I did not think of

2. The least helpful thing about home visits is:
Nothing - I get alot of helpful information
There is no least helpful thing
Nothing - 2
Everything is helpful
When you have only one person and it is not at naptime it could get hectic
Distracting the kids to something else while we visit is hard sometimes
Home visits are very helpful to me
It has all been very helpful
None I can think of at this time
N/A - 2

3. Do you feel home visits are disruptive to your daily routine?

Yes 1 No 20 NR 2

4. Why?
The kids enjoy having someone come to visit.
Because I always try to make time for things that are most important to me and the home visits are of most importance to me at this time.
Extra activity for kids to do.
My schedule is not inflexible we can change alittle once in awhile.
We just add on around a home visit day - it's a welcome change.
If we can plan them for a time when it isn't disruptive, life is much easier.
No because I sit aside sometime for myself, and that's my home visits time.
Not unless it's feeding time, or time when preparing them for nap time.
I enjoy the visits and the information.
They are scheduled at my convenience.
Adequate time is given for providers to prepare for home visit.
Evelyn visits at a time when it is convenient for us to chat, and the children are not around. She honors my request which was made at an earlier time.
An open ear. A cheerful break in the day - informative

5. Are you comfortable having someone come into your home to share information about childcare as a business?

Yes 23 No

6. Why or why not?
It is nice to talk one on one with someone who has been there.
Because this is something that is helpful to me and I always look forward to my home visit.
All information helps.
Because they are nice people.
More personable.
Our people are friendly and open.
I need outside suggestions.
It can enable you to correct any situation if need to be.
I can always use the ideas.
Because I feel it is an important field and I feel so strongly about it.
I'm comfortable around people, and if I have a problem I can ask for help.
I welcome all the information I can get, and I also enjoy the company sometimes.
There are things I've learned I didn't know.
I'm always open for new information and ideas.
Because the objective input builds my business up.
It's very helpful to have an expert in child care right there in your home to give helpful information on how to improve your business.
Evelyn has such a terrific way of making one feel at ease and that's in all situations and in all places.

7. What suggestions do you have to make the home visit more productive?
To be able to have more leaders so there are more to go around to All of us and we can make a little longer visit
So far so good
2-none
Things are fine
Just having the time to address needs as they arise - problems, activities,
N/A
I wish that some of the home visits could be for evenings
Remind me of what we will discuss at next mtg.
Just keep what you have going, flowing and most of all keep your approach and tatics. Your program will be reentered again. My reason saying this is that ladies will be motivated to do an excellent job. We have such a competent individual sharing so willingly with us.

8. What topics would you like to discuss during future home visits?
Teaching ideas for very young
More ways to help our families understand our jobs.
No ideas yet
Continue on the same course
I like to discuss what seems important at the time plus what has been planned
We've covered it all - I think
Everything that happens
Parents of the children, how to handle the parents
N/A
Sick children. Days off-mine. Back-up providers-where are they.
Sickness of a child and how to deal with the other parents
As far as I am concerned, this could remain as an "Incidental Visit." There maybe situations that could occur that could be addressed at her visiting time
How to go about getting the kids

9. Has the home day care trainer been helpful?

Yes 21 No 1 NR 1

10. How might the trainer be more helpful to you?
Gives more ideas
I like her suggestions of topics....
I wouldn't know what to do with more help-I feel so supported.
I'm please with the way things are. Mrs. Blair answers all of my questions
She has already been really helpful
N/A
Give me more input on how to change my program
Just by keeping in touch so I don't feel alone.
Some how the people need to know more about us and the program so that their would be more trust in home day care.

11. How do you minimize interruptions (phone calls, friends dropping by, etc.) during your home visit?
Schedule naptime!
I just tell them I have a meeting with my Home Day Care trainer.
Most understand.
More visits at time of less action.
Tell them I'll return their call.
I try to have an activity for the kids.
No one just drops by usually if the phone rings I say I'll call them back later. I try to find something special to attract the kids.
Set specific time for your visit during naptime or regular quiet time.
Unplug the phone. No friends drop by. They know not to come then.
Tell them I'm busy and I'll get back to them.
I tell them I'm having a home visit right now. I will get back to you when my meeting is over.
Tell whoever to call back later, I have company.
I ask people to call back or I will call back (no one drops by).
Tell people in advance.
My friends know I take care of children and our visiting is done in the evenings.
Interruptions are minimized by the following ways.
1. Phone calls-only business related and they are short-and-to the point. Friends droppying by-none. Visits are made after hours.
Let them know a head of time that you will be tied up for half the day.

12. When do your prefer visits:

Early AM	7:00-9:00 AM	2
Morning	9:00-12:00 AM	12
Naptime	12:00-3:00 PM	7
Afternoon	3:00-5:00 PM	2
	NR	1

Thank you for completing this form

Date June 18, 1988
Project YWCA
Jackson 26
Johnson
Wyandotte

Family Day Care Project
Provider Training
Home Visit Reaction Sheet

1. The most helpful thing about home visits is:
Talking about your day care.
Support from the Home Visitor.
Being able to discuss problems or challenges that arise with someone who is experienced in the field.
Working & handling different situations with the children.
Learning, communication, behavior, progress.
I get to talk about whatever questions I might have on my mind at the moment.
One on one discussion (It's also nice to see another adult).
Keeping in touch with adults and the information received.
Fresh input into my program new ideas.
The useful information.
That I have someone to share my concerns to. The relaxed conversation, a chance to get comments on my daycare from on-site observations.
The knowledge and creativity of the visitor helps in a question and answer way and can be more personal.
Suggestion about having ample space.
Help on discussion about current ideas w/families, children.
I'm glad the program was around just when I needed it, at the beginning, before I got started. I looked forward to the visits, and will miss them.
To here my ideas that I have about the different kind of care of children.
You have a chance to ask question you forgot about
Talking to someone about problems.
The information that is brought to the home visit.
shared ideas.
The encouragement.
One is kept abreast with what is current.
To be able to ask questions that you didn't get a chance to ask at meetings or would want to know in general.
It's nice to get some new ideas and learn what's best for the children.
The trainer sharing experiences and giving encouragement.

2. The least helpful thing about home visits is:
6-N/A
5-Nothing.
The time always went by too fast.
Cannot think of anything that wasn't helpful.
Don't know.
None.
Maintaining children for visiting.
I'm unable to spell out at this point.

3. Do you feel home visits are disruptive to your daily routine?

Yes ____ No (26) 100%

4. Why?
They help me to understand more about what to expect from children and parents.
I had the option to schedule a time that worked for my home.
Because you shouldn't let the visit interfere with your routine with the children.
My daily routine is not that rigid.
They have been scheduled so as not to be disruptive.
I love the company & useful information.
It wasn't in any moment.
I plan them during naptime when possible.
It's more of a help to breath a word or talk to an adult figure and for the children to have free time or observe adults.
Not disruptive but a change of schedule that might throw kids off a little but then everythings o.k.
They are very helpful to me.
Absolutely not, the home visit is information.
Because the individual who visits me is a very flexible to me.
If there's a need for me to be with children, she doesn't mind.
They do not interfere with anything it adds change.
Mrs. Blair always makes an apppointment and let's me know she is coming.

5. Are you comfortable having someone come into your home to share information about childcare as a business?

Yes (25) 96% No (1) 4%

6. Why or why not?
Children in your care have to get use to your daily routine.
I love to tap the resource. In my home the kids are occupied in familiar environment. I can relax a little more.
At first I wasn't, but now it doesn't matter, because I just continue to go on with routines dealing with children.
I enjoy all information that I can get to better my day care.
I'm open to any help or suggestions.
She has been very easy to have around.
They can tell me if my home is safe.
They can help to give better childcare.
Because I am open to suggestions.
A lot of information that may not be discussed at the meeting. I may write down and ask at home.
Maybe not just anyone but our group was especially friendly and understanding.
I am new at being a provider, although not new at childcare, but anything anyone can suggest in the way of helping me to be a better provider is a plus to me.
You learn more ideas.
Why not unless I was doing something that I shouldn't be doing.
Because information or encouragement is helpful.
I'm anxious to grasp as much as I possible can about childcare as a business.
It may help in one way or the other.
The visits are nice.
I enjoy visiting and the information is helpful.

7. What suggestions do you have to make the home visit more productive?
N/A
Ours are productive & handled professionally & efficiently.
I wish they could continue.
To have a list of things I want to discuss at the start of the visit.
To come and visit more often.
Written ideas for us to work on that go along with what we are learning.
Not to schedule them at lunch time.
Keep up the good work with new providers. I know this program has been very beneficial to me.
If they would stay one half or whole day and just see now is everything done.
2-None
A demonstration/demonstrative procedure on a specific topic or skill would be a positive feature.
Nothing.
In general, more information on the younger children.

8. What topics would you like to discuss during future home visits?
N/A
It usually just comes up - nothing planned.
Projects
The business part, I don't really understand all of it.
How to improve my child care home to be the best one in the neighborhood.
Activities.
Menus.
It seems thers always so much of just whats on my mind at the time, besides what had been planned. Topics to me are constantly changing.
Any; all, concerning children.
Better and more notes on keeping records.
How to go about opening a centre.
Advertise or how to get people interested in you.
An idea about what could be done with the children. Example: An art idea; or examples of just as one of sessions did have.
I don't know.
This has been just fine.

9. Has the home day care trainer been helpful?

Yes (24) 92% No (1) 4% NR (1) 4%

10. How might the trainer be more helpful to you?
n/a
She knows so much more - I can't image how!
I felt I was at a disadvantage by not getting in on the beginning.
Not the trainers' fault!
Know some of my questions ahead of time.
Business part. Insurance part.
To organize my childcare.
Make more observations & comments to help change my program for the better.
She was very helpful & able to apply her experience with my environment.
More guide lines and more pointed out rules.
I learned a lot more health and safety needs of children.
I like the training session where Sue showed how to tell stories, Evelyn showed how to prepare a special candy.
So far so good.
She has been real kind and helpful.
My trainer <u>was</u> very helpful to me!

11. How do you minimize interruptions (phone calls, friends dropping by, etc.) during your home visit?
Informing people of what you are doing so you have no interruption.
Take the telephone off the hook.
I don't have that problems - except occasionally the phone - and I explain I'll have to call back!
Not available until after 5:30 for non-business related contacts.
Yes I do.
Friends don't drop by. I tell callers I'm working - will call back later.
Tell them I can't talk now but will get back to them later.
Tell them to call later or will return there call, shut phone off.
by phone tell friends to call back and children by been at naptime.
Tell people to call back, children take naps get a answering machine.
I do let friends and relatives know that I have babysitting hours and would they possibly call during nap time or after hours.
Tell phone callers I will call them back later, never (rarely) had drop ins.
Call them back.
Let people know when and what time will this be.
Arrange if when my husband is home from work.
Preparing lunch early
I simply indicate to individuals when I am available to talk or visit.
Pre plan all the above.
I don't think I have many interruptions. I have plenty of good help.
Answering machine, children nap.

12. When do your prefer visits:

Early AM	7:00-9:00 AM	(2)
Morning	9:00-12:00 AM	(13)
Naptime	12:00-3:00 PM	(13)
Afternoon	3:00-5:00 PM	(2)
After	5:00 PM	(1)
NR		(1)

Thank you for completing this form

Date July '88
Project YWCA
Jackson 9
Johnson
Wyandotte

Family Day Care Project
Provider Training
Home Visit Reaction Sheet

1. The most helpful thing about home visits is:
The person making the visit and the information that she shared.
Having someone I feel comfortable enough to ask questions to.
The experience one could look at the environment physically and mentally and help.
It's nice to have someone to talk to.
Nice to have information. I have Parents as Teachers too.
Interaction with a non biased person who offered good advise, an open ear. Evelyn also brought interesting literature and ideas with her.
The most helpful thing about the home visits for me was being able to talk with Evelyn one on one about the joys and problem of day care.
I spend approximately 55 hours per week alone with the children in my home day care. The time spent in interaction with the trainer is most important from a personal perspective as well as the child care topics discussed.
You get the opportunity to ask for other ideas on a lot of things ex: if having a problem with a child, or need new craft ideas to show the kids work to someone else.

2. The least helpful thing about home visits is:
Nothing.
I can't think of anything.
Maybe during a time when you are busy with the children.
You never know how the kids are going to be.
There was none for me.
I found none.
We were pushed for time because she had so many childcare people to go see.

3. Do you feel home visits are disruptive to your daily routine?

Yes ___ No 8 Sometimes (1)

4. Why?
Because the information brought to my attention has been very helpful.
I don't let people come after lunch during naptime. That's my quiet time too. Visits around 9:30 are the best.
I never know what the children might get into.
I know in advance that she was coming.
A chance to share ideas and if you schedule like we did the kids napped so it wasn't disruptive. It was relaxing and fun.

5. Are you comfortable having someone come into your home to share information about childcare as a business?

Yes (9) 100% No ____

6. Why or why not?
Since home is where I wish to have my business, home is where I feel it is best discussed.
I love to seek knowledge.
It gives me something to think about.
She saw things. I asked specific questions about something that may have happened in her presence.
My personal time after business hours is very limited. It was extremely beneficial to have child care information brought to me during my business hours.
Because Evelyn is a cheerful person who likes to help, she helped me if I was stuck on an idea she'd help me out; in alot of ways. I also gave her ideas and suggestions to give other childcare people.

7. What suggestions do you have to make the home visit more productive?
Keep them coming.
None - I think it's nice the trainer came by for visits, even after I stopped coming to all the group meetings. It has made me feel good.
I'm sorry I haven't been to the meetings. This is a good idea -- to have meetings.
If a meeting was missed and toys were displayed I would have rather seen the actual thing as opposed to a picture. Also, a tape recording of a missed meeting would have been nice.
I have no objections or suggestions. The trainer's level of professionalism was excellent and it would be inappropriate for me to attempt to suggest any improvements.
To have more workers so the home visits don't have to be rushed!

8. What topics would you like to discuss during future home visits?
Discussions of laws relating to home child care. Any books or pamphlets that are in the store that would also help.
Everything's been fine.
I cannot think of any at this time.
More learning ideas for the kids.

9. Has the home day care trainer been helpful?

Yes (9) 100% No ____

10. How might the trainer be more helpful to you?
She's been real nice and is easy to talk to.
To be able to have a little more time.

11. How do you minimize interruptions (phone calls, friends dropping by, etc.) during your home visit?
I don't have to worry about this since those that would call me are working during the day.
I need this one for #8.
I have an answering machine that I leave messages on. I tell people this is a business and they can't just come around whenever it suits them. I think people don't know this is a real job.
Phone calls - tell them I'm busy.
Friends dropping by - none during working hours.
The children have been taught that I am not to be interrupted when there is important work being done. Any outside interruptions are cancelled or postponed.
Answering machine or someone else in family answer phone or doors,
Most of my friends don't visit while I'm caring for kids.

12. When do your prefer visits:

Early AM	7:00-9:00 AM	3
Morning	9:00-12:00 AM	5
Naptime	12:00-3:00 PM	2
Afternoon	3:00-5:00 PM	
	NR	1

Thank you for completing this form

Appendix K

Home Visit Record Form

Family Day Care Project

Home Visit Record

Provider Name_____ Vist #_____ # Own Children_____

Date_____New_____ Exp._____ Exempt_____ License_____

Numbers and Ages of Children:

____ Infants/ages_____ ____Kindergarten/ages_____

____Toddlers/ages_____ ____School age/ages_____

____Preschoolers/ages

Goals:
1. Establish rapport
2. Discuss the programs services and procedures
3. Discuss the objectives of the Home Visit
4. Provide additional information as needed
5. Summarize your visit and provide encouragement to the provider

Objectives:

Topics Discussed:

Provider Questions/Concerns:

Comments/Observations of Children and Provider

Plan Completed: Yes_____ No_____ If not, why not?

Follow-up--Plans for Next Time, Consultation Needed:

Appendix L

Informational and Attitudinal

Survey Responses on the Pre- and Posttest

Year 1

Total Number = 38

Informational/Attitudinal Survey
FAMILY DAY CARE QUESTIONNAIRE
Year I Pretest

	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
1) I consider child care an important profession.	(34)89%	(4)11%				
2) I need to learn more about early childhood education to do a better job as a family day care provider.	(18)47%	(17)45%	(2) 5%	(2) 5%		
3) Family day care providers are babysitters.	(4)11%	(7)18%	(1) 3%	(16)42%	(10)26%	
4) All that's needed to take care of children is a maternal instinct.	(1)3%	(4)11%	(1) 3%	(24)63%	(8)21%	
5) Family day care providers do not have to change their own daily schedules to care for children.	(2)5%	(4)11%	(2) 5%	(17)45%	(13)34%	
6) Being a family day care provider is extremely stressful.	(2)5%	(10)26%	(4)11%	(21)55%		(1)3%
7) Talking with other family day care providers is helpful.	(14)37%	(24)63%				
8) I consider my day care home a business.	(13)34%	(19)50%	(4)11%	(1)3%		(1)3%
9) As a family day care provider, I need insurance.	(10)26%	(18)47%	(9)24%			(1)3%
10) Parents are knowledgable about child care and know what to look for when selecting child care.	(2) 5%	(13)34%	(5)13%	(15)39%	(3)8%	
11) State licensing places unrealistic expectations on family day care providers.	(2) 5%	(8)21%	(12)32%	(15)39%	(1)3%	
12) Family day care providers have a variety of toys for the children to play with.	(9)24%	(27)71%		(1)3%	(1)3%	
13) Family day care providers have materials and equipment for the children in the areas of math, science, language, and music.	(9)24%	(17)45%	(9)24%	(2) 5%	(1)3%	

	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGRE	NO RESPONSE
14) Family day care providers follow a regular time schedule and daily routine.	(15) 39%	(18) 47%	(2) 5%	(3) 8%		(1) 3%
15) Family day care providers have a written plan of emergency procedures.	(14) 37%	(22) 58%		(1) 3%		(1) 3%
16) Children should have opportunities to be independent and to be given choices of activities.	(17) 45%	(18) 47%		(2) 5%		(1) 3%
17) Children keep themselves occupied, so planning activities for them is not necessary.		(1) 3%		(26) 68%	(10) 26%	(1) 3%
18) Play is a valuable method of learning.	(13) 34%	(23) 61%				(2) 5%
19) Children in my care are allowed to watch television anytime during the day.		(4) 11%	(1) 3%	(22) 58%	(8) 21%	(3) 8%
20) Family day care providers have materials and equipment for children in the area of physical development (fine/gross motor skills).	(13) 34%	(23) 61%				(2) 5%
21) Children can learn a lot from playing in water and/or sand.	(6) 16%	(18) 47%	(6) 16%	(6) 16%		(2) 5%
22) Children naturally know how to play and get along with each other.		(7) 18%	(2) 5%	(21) 55%	(7) 18%	(1) 3%
23) I have wooden blocks at my home for the children to play with.	(7) 18%	(14) 37%	(2) 5%	(8) 21%	(1) 3%	(6) 16%
24) The children and I have practiced a fire drill in my home within the last three months.	(8) 21%	(15) 39%	(5) 13%	(1) 3%		(9) 24%
25) Parents can be difficult to work with.	(4) 11%	(13) 34%	(4) 11%	(15) 39%	(1) 3%	(1) 3%

		STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
26)	If a parent has a complaint, I would ask them to make other child care arrangements	(1) 3%	(1) 3%	(5) 13%	(26) 68%	(4) 11%	(1) 3%
27)	It's important for family day care providers to have written policies.	(21) 55%	(14) 37%	(2) 5%			(1) 3%
28)	Recordkeeping is an important part of my job.	(20) 53%	(16) 42%	(1) 3%			(1) 3%
29)	Family day care providers write weekly activity plans for the children.	(7) 18%	(20) 53%	(6) 16%	(4) 11%		(1) 3%
30)	Family day care providers talk to each parent about their child's day.	(12) 32%	(25) 66%				(1) 3%
31)	Workshops can be a waste of time.		(1) 3%		(22) 58%	(15) 39%	
32)	Children need to sit quietly at times to learn self-control.	(8) 21%	(25) 66%	(4) 11%	(1) 3%		
33)	Time-out is an appropriate method of discipline.	(13) 34%	(21) 55%	(3) 8%	(1) 3%		
34)	Spanking helps a child learn how to control their behavior.		(7) 18%	(5) 13%	(17) 45%	(8) 21%	(1) 3%
35)	Sometimes I have to yell at the children to make them listen.	(1) 3%	(8) 21%	(5) 13%	(19) 50%	(3) 8%	(2) 5%
36)	Competition is healthy for pre-schoolers.		(15) 39%	(13) 34%	(7) 18%	(2) 5%	(1) 3%
37)	Children act up during transition times.	(3) 8%	(18) 47%	(13) 34%	(2) 5%		(2) 5%
38)	Children are accident prone.	(2) 5%	(11) 29%	(8) 21%	(14) 37%		(3) 8%
39)	Sometimes it is best to ignore a child's question.	(1) 3%	(1) 3%	(1) 3%	(25) 66%	(10) 26%	
40)	I have frequent conversations with the children in my care.	(16) 42%	(17) 45%	(1) 3%			(4) 11%
41)	I take the children outside every day, except in bad weather.	(12) 32%	(19) 50%	(7) 18%	(4) 11%		(2) 5%

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		STRONGLY DISAGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONS
42)	Family day care providers should not frequently hug children in their care.	(1)3%	(2)5%	(4)11%	(14)37%	(16)42%	(1)3%
43)	Children cry at times just to get attention.	(5)13%	(24)63%	(5)13%	(3)8%		(1)3%
44)	Children learn best when listening to adults.		(16)42%	(4)11%	(17)45%	(1)3%	
45)	Books are not important because young children cannot read.	(2)5%			(16)42%	(19)50%	(1)3%
46)	When children are drawing with crayons, I may need to show them how to make a picture.	(4)11%	(21)55%	(1)3%	(9)24%	(3)8%	
47)	Family day care providers display children's work and save the work for their parents.	(16)42%	(20)53%		(1)3%		(1)3%
48)	It's very hard for young children to sit still.	(13)34%	(20)53%	(12)5%	(3)8%		(1)3%
49)	If a child arrived at my home with unexplained bruises, I would talk to the parents to find out what happened.	(25)66%	(12)32%	(1)3%			
50)	If I suspected a child in my care was being abused at home, I would call the hotline.	(17)45%	(11)29%	(8)21%	(1)3%		(1)3%
51)	Family day care providers participate in activities with the children.	(25)66%	(13)34%				
52)	Family day care providers take the children on field trips.	(9)24%	(16)42%	(6)16%	(4)11%	(1)3%	(2)5%
53)	I plan to provide quality child care.	(25)66%	(11)29%	(1)3%	(1)3%		
54)	I would rather be in a different profession.			(3)8%	(21)55%	(12)32%	(2)5%
55)	I will enjoy being a child care provider.	(27)71%	(11)29%				

Total Number = 27

Informational/Attitudinal Survey
FAMILY DAY CARE QUESTIONNAIRE
Year I Post-test

		STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
1)	I consider child care an important profession.	24(89%)	3(12%)				
2)	I need to learn more about early childhood education to do a better job as a family day care provider.	10(37%)	17(63%)				
3)	Family day care providers are babysitters.	2(8%)	3(12%)		7 (26%)	15(56%)	
4)	All that's needed to take care of children is a maternal instinct.			1(4%)	15(56%)	11(41%)	
5)	Family day care providers do not have to change their own daily schedules to care for children.		2(8%)		12(45%)	13(49%)	
6)	Being a family day care provider is extremely stressful.	9(34%)	4(15%)		12(45%)	2(8%)	
7)	Talking with other family day care providers is helpful.	17(63%)	10(37%)				
8)	I consider my day care home a business.	17(63%)	10(37%)				
9)	As a family day care provider, I need insurance.	10(37%)	14(52%)	1(4%)	2(8%)		
10)	Parents are knowledgable about child care and know what to look for when selecting child care.	2(8%)	10(37%)	1(4%)	9(34%)	5(19%)	
11)	State licensing places unrealistic expectations on family day care providers.	2(8%)	6(23%)	5(19%)	12(45%)	1(4%)	1(4%)
12)	Family day care providers have a variety of toys for the children to play with.	8(30%)	17(63%)	1(4%)			1(4%)

	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
13) Family day care providers have materials and equipment for the children in the areas of math, science, language, and music.	7(26%)	12(45%)	5(19%)			(3) 12%
14) Family day care providers follow a regular time schedule and daily routine.	10(37%)	15(56%)	1(4%)	1(4%)		
15) Family day care providers have a written plan of emergency procedures.	12(45%)	12(45%	2(8%)		1(4%)	
16) Children should have opportunities to be independent and to be given choices of activities.	14(52%)	11(41%)			1(4%)	1(4%)
17) Children keep themselves occupied, so planning activities for them is not necessary.	1(4%)		1(4%)	13(49%)	12(45%)	
18) Play is a valuable method of learning.	2(8%)	14(52%)	11(41%)			
19) Children in my care are allowed to watch television anytime during the day.				18(67%)	9(34%)	
20) Family day care providers have materials and equipment for children in the area of physical development (fine/gross motor skills).	10(37%)	13(49%)	2(8%)			2(8%)
21) Children can learn a lot from playing in water and/or sand.	9(34%)	17(63%)	1(4%)			
22) Children naturally know how to play and get along with each other.	2(8%)	1(4%)		17(63%)	7(26%)	
23) I have wooden blocks at my home for the children to play with.	8(30%)	7(26%)	2(8%)	9(34%)	1(4%)	
24) The children and I have practiced a fire drill in my home within the last three months.	7(26%)	14(52%)		5(19%)		1(4%)

		STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
25)	Parents can be difficult to work with.	8(30%)	11(41%)		8(30%)		
26)	If a parent has a complaint, I would ask them to make other child care arrangements.	3(12%)	1(4%)	2(8%)	14(52%)	7(26%)	
27)	It's important for family day care providers to have written policies.	18(67%)	9(34%)				
28)	Recordkeeping is an important part of my job.	18(67%)	9(34%)				
29)	Family day care providers write weekly activity plans for the children.	7(26%)	15(56%)	4(15%)	1(4%)		
30)	Family day care providers talk to each parent about their child's day.	11(41%)	15(56%)				1(4%)
31)	Workshops can be a waste of time.	1(4%)	1(4%)		14(52%)	11(41%)	
32)	Children need to sit quietly at times to learn self-control.	3(12%)	19(71%)	3(12%)	2(8%)		
33)	Time-out is an appropriate method of discipline.	5(19%)	21(78%)				1(4%)
34)	Spanking helps a child learn how to control their behavior.	2(8%)	2(8%)	2(8%)	13(49%)	7(26%)	1(4%)
35)	Sometimes I have to yell at the children to make them listen.	1(4%)	4(15%)		16(60%)	6(23%)	
36)	Competition is healthy for pre-schoolers.	2(8%)	10(37%)	8(30%)	3(12%)	3(12%)	1(4%)
37)	Children act up during transition times.	4(15%)	14(52%)	2(8%)	5(19%)	1(4%)	1(4%)
38)	Children are accident prone.	2(8%)	4(15%)	2(8%)	19(17%)		
39)	Sometimes it is best to ignore a child's question.	3(12%)			15(56%)	8(30%)	1(4%)

		STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
40)	I have frequent conversations with the children in my care.	12(45%)	13(49%)		1(4%)		1(4%)
41)	I take the children outside every day, except in bad weather.	10(37%)	15(56%)		2(8%)		
42)	Family day care providers should not frequently hug children in their care.	1(4%)	3(12%)	1(4%)	11(41%)	11(41%)	
43)	Children cry at times just to get attention.	2(8%)	15(56%)	3(12%)	6(23%)	1(4%)	
44)	Children learn best when listening to adults.	4(15%)	6(23%)	7(26%)	9(34%)	1(4%)	
45)	Books are not important because young children cannot read.	1(4%)	1(4%)		10(37%)	15(56%)	
46)	When children are drawing with crayons, I may need to show them how to make a picture.	2(8%)	12(45%)	1(4%)	8(30%)	4(15%)	
47)	Family day care providers display children's work and save the work for their parents.	11(41%)	16(60%)				
48)	It's very hard for young children to sit still.	7(26%)	17(63%)	1(4%)	2(8%)		
49)	If a child arrived at my home with unexplained bruises, I would talk to the parents to find out what happened.	16(60%)	11(41%)				
50)	If I suspected a child in my care was being abused at home, I would call the hotline.	17(63%)	9(34%)	1(4%)			
51)	Family day care providers participate in activities with the children.	12(45%)	15(56%)				
52)	Family day care providers take the children on field trips.	7(26%)	12(45%)	1(8%)	5(19%)	1(4%)	
53)	I plan to provide quality child care.	19(71%)	8(30%)				

	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
64) I would rather be in a different profession.		1(4%)	4(15%)	11(41%)	11(41%)	
65) I will enjoy being a child care provider.	18(67%)	9(34%)				

Appendix M

Informational and Attitudinal Survey

Responses of the Pre- and Posttest

Year 2

Total Number = 108

Informational/Attitudinal Survey
FAMILY DAY CARE QUESTIONNAIRE
Year II Pretest

	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
1) I consider child care an important profession.	(91) 84%	(17) 16%				
2) I need to learn more about early childhood education to do a better job as a family day care provider.	(59) 55%	(45) 42%	(2) 2%		(1) 1%	(1) 1%
3) Family day care providers are babysitters.		(16) 15%	(9) 7%	(48) 45%	(33) 31%	(2) 2%
4) All that's needed to take care of children is a maternal instinct.	(3) 3%	(9) 8%	(2) 2%	(55) 51%	(38) 35%	(1) 1%
5) Family day care providers do not have to change their own daily schedules to care for children.	(5) 5%	(7) 6%	(7) 6%	(37) 35%	(51) 48%	(1) 1%
6) Being a family day care provider is extremely stressful.	(13) 12%	(25) 23%	(18) 17%	(42) 40%	(8) 7%	(2) 2%
7) Talking with other family day care providers is helpful.	(63) 58%	(40) 37%	(4) 4%		(1) 1%	
8) I consider my day care home a business.	(63) 58%	(39) 36%	(3) 3%	(3) 3%		
9) As a family day care provider, I need insurance.	(31) 29%	(47) 43%	(28) 26%	(2) 2%		
10) Parents are knowledgable about child care and know what to look for when selecting child care.	(5) 5%	(36) 33%	(19) 18%	(38) 35%	(10) 9%	
11) State licensing places unrealistic expectations on family day care providers.	(3) 3%	(11) 10%	(39) 36%	(40) 37%	(13) 12%	(2) 2%
12) Family day care providers have a variety of toys for the children to play with.	(24) 22%	(72) 67%	(6) 6%	(5) 5%	(1) 1%	
13) Family day care providers have materials and equipment for the children in the areas of math, science, language, and music.	(17) 16%	(53) 49%	(26) 24%	(10) 9%	(2) 2%	

		STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGRE	208 NO RESPONSE
14)	Family day care providers follow a regular time schedule and daily routine.	(30) 28%	(63) 58%	(7) 6%	(8) 7%		
15)	Family day care providers have a written plan of emergency procedures.	(41) 38%	(52) 49%	(11) 10%	(3) 3%		(1) 1%
16)	Children should have opportunities to be independent and to be given choices of activities.	(5) 46%	(54) 50%	(2) 2%	(1) 1%	(1) 1%	
17)	Children keep themselves occupied, so planning activities for them is not necessary.	(4) 4%	(4) 4%	(4) 4%	(59) 55%	(36) 34%	(1) 1%
18)	Play is a valuable method of learning.	(64) 59%	(41) 38%	(2) 2%	(1) 1%		
19)	Children in my care are allowed to watch television anytime during the day.		(3) 3%	(3) 3%	(57) 53%	(45) 42%	
20)	Family day care providers have materials and equipment for children in the area of physical development (fine/gross motor skills).	(35) 33%	(59) 55%	(8) 7%	(3) 3%	(2) 2%	(1) 1%
21)	Children can learn a lot from playing in water and/or sand.	(3) 28%	(54) 50%	(13) 12%	(11) 10%		
22)	Children naturally know how to play and get along with each other.	(2) 2%	(8) 7%	(2) 2%	(74) 68%	(22) 20%	
23)	I have wooden blocks at my home for the children to play with.	(19) 17%	(54) 50%	(6) 6%	(19) 18%	(4) 4%	(4) 4%
24)	The children and I have practiced a fire drill in my home within the last three months.	(26) 24%	(34) 31%	(9) 8%	(22) 20%	(6) 5%	(11) 10%
25)	Parents can be difficult to work with.	(19) 17%	(47) 43%	(13) 12%	(24) 23%	(3) 3%	(2) 2%

	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
26) If a parent has a complaint, I would ask them to make other child care arrangements	(1) 1%	(3) 3%	(14) 13%	(67) 62%	(22) 20%	(1) 1%
27) It's important for family day care providers to have written policies.	(57) 53%	(44) 41%	(5) 5%	(2) 2%		
28) Recordkeeping is an important part of my job.	(64) 59%	(40) 37%	(3) 3%		(1) 1%	
29) Family day care providers write weekly activity plans for the children.	(29) 27%	(48) 45%	(21) 20%	(9) 8%		(1) 1%
30) Family day care providers talk to each parent about their child's day.	(48) 44%	(53) 49%	(6) 6%	(1) 1%		
31) Workshops can be a waste of time.	(1) 1%	(1) 1%	(9) 8%	(42) 39%	(55) 51%	
32) Children need to sit quietly at times to learn self-control.	(26) 24%	(62) 57%	(7) 6%	(8) 7%	(2) 2%	(3) 3%
33) Time-out is an appropriate method of discipline.	(48) 44%	(50) 46%	(9) 8%	(1) 1%		
34) Spanking helps a child learn how to control their behavior.	(2) 2%	(8) 7%	(8) 7%	(62) 58%	(27) 25%	(1) 1%
35) Sometimes I have to yell at the children to make them listen.		(23) 21%	(5) 5%	(61) 57%	(18) 17%	(1) 1%
36) Competition is healthy for pre-schoolers.	(5) 5%	(41) 38%	(29) 27%	(29) 27%	(2) 2%	(2) 2%
37) Children act up during transition times.	(12) 11%	(65) 62%	(17) 16%	(11) 10%		(3) 3%
38) Children are accident prone.	(9) 8%	(41) 39%	(16) 15%	(40) 38%		(2) 2%
39) Sometimes it is best to ignore a child's question.	(4) 4%	(1) 1%	(5) 5%	(60) 56%	(38) 35%	
40) I have frequent conversations with the children in my care.	(45) 42%	(54) 50%	(5) 5%	(1) 1%	(1) 1%	(2) 2%
41) I take the children outside every day, except in bad weather.	(33) 30%	(62) 57%	(2) 2%	(5) 5%		(6) 5%

		STRONGLY DISAGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
42)	Family day care providers should not frequently hug children in their care.	(3) 3%	(11) 10%	(6) 6%	(36) 33%	(52) 48%	
43)	Children cry at times just to get attention.	(11) 10%	(62) 57%	(10) 9%	(22) 20%	(3) 3%	
44)	Children learn best when listening to adults.	(6) 5%	(25) 23%	(15) 14%	(52) 48%	(6) 5%	(4) 4%
45)	Books are not important because young children cannot read.	(2) 2%	(3) 3%		(35) 32%	(68) 63%	
46)	When children are drawing with crayons, I may need to show them how to make a picture.	(14) 13%	(39) 36%	(4) 4%	(33) 31%	(18) 17%	
47)	Family day care providers display children's work and save the work for their parents.	(43) 40%	(56) 52%	(4) 4%	(4) 4%		(1) 1%
48)	It's very hard for young children to sit still.	(27) 25%	(63) 58%	(4) 4%	(13) 12%		(1) 1%
49)	If a child arrived at my home with unexplained bruises, I would talk to the parents to find out what happened.	(54) 50%	(46) 43%	(7) 6%	(1) 1%		
50)	If I suspected a child in my care was being abused at home, I would call the hotline.	(53) 49%	(39) 36%	(12) 11%	(2) 2%		(2) 2%
51)	Family day care providers participate in activities with the children.	(54) 50%	(50) 46%	(2) 2%			(2) 2%
52)	Family day care providers take the children on field trips.	21) 19%	(59) 54%	(21) 19%	(5) 5%	(1) 1%	(1) 1%
53)	I plan to provide quality child care.	(83) 77%	(23) 21%			(1) 1%	(1) 1%
54)	I would rather be in a different profession.		(3) 3%	(10) 9%	(46) 42%	(48) 44%	(1) 1%
55)	I will enjoy being a child care provider.	(73) 68%	(35) 32%				

Total Number = 73

Informational/Attitudinal Survey
FAMILY DAY CARE QUESTIONNAIRE
Year II Post-test

		STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
1)	I consider child care an important profession.	(64) 88%	(9) 12%				
2)	I need to learn more about early childhood education to do a better job as a family day care provider.	(24) 33%	(43) 59%	(4) 5%	(2) 3%		
3)	Family day care providers are babysitters.	(1) 1%	(3) 4%	(3) 4%	(27) 37%	(39) 53%	
4)	All that's needed to take care of children is a maternal instinct.	(2) 3%	(1) 1%	(4) 5%	(33) 45%	(33) 45%	(1) 1%
5)	Family day care providers do not have to change their own daily schedules to care for children.	(2) 3%	(2) 3%		(37) 51%	(31) 42%	(1) 1%
6)	Being a family day care provider is extremely stressful.	(10) 14%	(27) 37%	(4) 5%	(28) 38%	(4) 5%	
7)	Talking with other family day care providers is helpful.	(39) 53%	(31) 42%	(2) 3%		(1) 1%	
8)	I consider my day care home a business.	(48) 66%	(23) 31%	(2) 3%			
9)	As a family day care provider, I need insurance.	(28) 38%	(35) 48%	(9) 12%	(1) 1%		
10)	Parents are knowledgable about child care and know what to look for when selecting child care.	(4) 5%	(15) 20%	(11) 15%	(35) 48%	(8) 11%	
11)	State licensing places unrealistic expectations on family day care providers.	(3) 4%	(16) 22%	(9) 12%	(33) 45%	(12) 16%	
12)	Family day care providers have a variety of toys for the children to play with.	(27) 37%	(39) 53%	(5) 7%	(2) 3%		

	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
13) Family day care providers have materials and equipment for the children in the areas of math, science, language, and music.	(21) 29%	(34) 47%	(13) 18%	(4) 6%		
14) Family day care providers follow a regular time schedule and daily routine.	(21) 29%	(42) 57%	(7) 10%	(3) 4%		
15) Family day care providers have a written plan of emergency procedures.	(30) 41%	(36) 49%	(7) 10%			
16) Children should have opportunities to be independent and to be given choices of activities.	(28) 38%	(43) 59%	(1) 1%	(1) 1%		
17) Children keep themselves occupied, so planning activities for them is not necessary.	(1) 1%	(1) 1%		(43) 59%	(28) 38%	
18) Play is a valuable method of learning.	(47) 64%	(24) 33%	(2) 3%			
19) Children in my care are allowed to watch television anytime during the day.		(1) 1%	(1) 1%	(33) 45%	(38) 52%	
20) Family day care providers have materials and equipment for children in the area of physical development (fine/gross motor skills).	(28) 38%	(40) 55%	(3) 4%	(2) 3%		
21) Children can learn a lot from playing in water and/or sand.	(28) 38%	(44) 60%			(1) 1%	
22) Children naturally know how to play and get along with each other.	(1) 1%	(6) 8%	(1) 1%	(44) 60%	(21) 29%	
23) I have wooden blocks at my home for the children to play with.	(25) 35%	(37) 51%	(1) 1%	(9) 12%		(1) 1%
24) The children and I have practiced a fire drill in my home within the last three months.	(25) 34%	(34) 47%	(1) 1%	(13) 18%		

		STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
25)	Parents can be difficult to work with.	(12) 16%	(29) 40%	(6) 8%	(18) 25%	(8) 11%	
26)	If a parent has a complaint, I would ask them to make other child care arrangements.	(1) 1%	(2) 3%	(6) 8%	(53) 73%	(11) 15%	
27)	It's important for family day care providers to have written policies.	(43) 59%	(29) 40%			(1) 1%	
28)	Recordkeeping is an important part of my job.	(51) 70%	(21) 29%		(1) 1%		
29)	Family day care providers write weekly activity plans for the children.	(17) 23%	(37) 51%	(13) 18%	(5) 7%	(1) 1%	
30)	Family day care providers talk to each parent about their child's day.	(29) 40%	(40) 55%	(4) 5%			
31)	Workshops can be a waste of time.	(2) 3%	(1) 1%		(36) 49%	(34) 47%	
32)	Children need to sit quietly at times to learn self-control.	(15) 21%	(40) 55%	(4) 5%	(11) 15%	(2) 3%	(1) 1%
33)	Time-out is an appropriate method of discipline.	(28) 38%	(42) 57%	(2) 3%	(1) 1%		
34)	Spanking helps a child learn how to control their behavior.		(9) 12%	(4) 5%	(39) 54%	(20) 28%	(1) 1%
35)	Sometimes I have to yell at the children to make them listen.	(1) 1%	(19) 26%	(4) 5%	(39) 53%	(10) 14%	
36)	Competition is healthy for pre-schoolers.	(5) 7%	(20) 27%	(13) 18%	(27) 37%	(8) 11%	
37)	Children act up during transition times.	(6) 8%	(49) 67%	(9) 12%	(8) 11%	(1) 1%	
38)	Children are accident prone.	(3) 4%	(30) 41%	(11) 15%	(24) 33%	(5) 7%	
39)	Sometimes it is best to ignore a child's question.	(2) 3%	(3) 4%	(2) 3%	(39) 53%	(27) 37%	

		STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
40)	I have frequent conversations with the children in my care.	(34) 48%	(34) 48%		(2) 3%	(1) 1%	
41)	I take the children outside every day, except in bad weather.	(30) 41%	(36) 49%		(6) 8%	(1) 1%	
42)	Family day care providers should not frequently hug children in their care.		(2) 3%	(3) 4%	(28) 38%	(40) 55%	
43)	Children cry at times just to get attention.	(10) 14%	(32) 44%	(7) 10%	(21) 29%	(3) 4%	
44)	Children learn best when listening to adults.	(2) 3%	(13) 18%	(10) 14%	(38) 53%	(9) 12%	(1) 1%
45)	Books are not important because young children cannot read.				(24) 33%	(49) 67%	
46)	When children are drawing with crayons, I may need to show them how to make a picture.	(1) 1%	(18) 25%	(6) 8%	(22) 30%	(26) 36%	
47)	Family day care providers display children's work and save the work for their parents.	(29) 40%	(37) 51%	(2) 3%	(5) 7%		
48)	It's very hard for young children to sit still.	(20) 27%	(47) 64%	(2) 3%	(4) 5%		
49)	If a child arrived at my home with unexplained bruises, I would talk to the parents to find out what happened.	(34) 47%	(36) 49%	(1) 1%		(2) 3%	
50)	If I suspected a child in my care was being abused at home, I would call the hotline.	(35) 48%	(32) 44%	(5) 7%	(1) 1%		
51)	Family day care providers participate in activities with the children.	(36) 49%	(35) 48%	(2) 3%			
52)	Family day care providers take the children on field trips.	(13) 18%	(42) 58%	(10) 14%	(6) 8%	(1) 1%	(1) 1%
53)	I plan to provide quality child care.	(52) 71%	(21) 29%				

	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
54) I would rather be in a different profession.		(3)4%	(10)14%	(34)47%	(26)36%	
55) I will enjoy being a child care provider.	(41)56%	(31)42%	(1)1%			

56) How many family day care group meetings did you attend _____?

(2)39% attended 0 meetings
(24)33% attended 1-6 meetings
(46)63% attended 7-9 meetings
(1) 1% NA

Appendix N

Observational Survey

Pre and Post Mean Scores

of Items and Mean Score

Change By Group

Observational Survey - Pre and Post Mean Scores of Items
and Mean Score Change by Group

OBERVATION AREA AND ITEMS		Provider Group		
		New Providers	Experienced Providers	Control Group
A. FUNCTIONAL AREA: SAFE				
1. The inside of the home and outdoor play area are free of: a. debris b. structural hazards ____ c. unguarded space heaters and fans ____ d. tools ____ e. dangerous substances ____	Pretest Mean	4.22	4.00	4.29
	Post test Mean	4.00	4.29	4.43
	Mean Change	-.22	+.29	+.14
*2. Instructions are posted and procedures are practiced for fires and other emergencies.	Pretest Mean	1.89	2.11	2.29
	Post test Mean	2.71	3.29	3.00
	Mean Change	+.82	+1.18	+.71
3. Play equipment is safe and in good repair.	Pretest Mean	4.56	4.89	4.88
	Post test Mean	4.57	4.57	4.14
	Mean Change	+.01	-.32	-.74
4. Responds immediately and sympathetically to a child's injury or fear of injury.	Pretest Mean	4.56	3.89	4.18
	Post test Mean	4.57	4.71	3.86
	Mean Change	+.01	+.82	-.32
5. Supervises children when stove or other appliances are in use and practices kitchen safety.	Pretest Mean	4.17	4.17	4.65
	Post test Mean	4.29	4.71	4.43
	Mean Change	+.12	+.54	-.22
*6. Maintains first aid supplies and skills. First aid supplies present. Date of First Aid Training_____	Pretest Mean	3.22	3.33	3.59
	Post test Mean	3.43	3.29	3.43
	Mean Change	+.21	-.04	-.16

OBSERVATION AREA AND ITEMS		Provider Group		
		New Providers	Experienced Providers	Control Group
7. Makes home safe for children at different developmental stages:				
a. Putting safety gates on stairways	___			
b. Covering electrical outlets with safety plugs	___	Pretest Mean	3.44	3.44	3.24
c. Inspecting children's equipment at least weekly	___	Post test Mean	4.00	3.43	3.29
d. Securing, rearranging, or removing furniture that could fall	___	Mean Change	+.56	-.01	+.05
	___				
B. FUNCTIONAL AREA: HEALTHY					
8. Assists each child when needed with personal hygiene:		Pretest Mean	3.39	3.78	3.35
a. Brushing teeth	___	Post test Mean	3.14	3.29	2.86
b. Washing hands/face using individual wash cloths	___	Mean Change	-.25	-.49	-.49
9. Inspects the home environment regularly to ensure it is healthy:					
a. Floors are clean	___				
b. Spills are cleaned up immediately	___	Pretest Mean	4.44	4.56	4.29
c. Trash in containers which are covered or inaccessible to children	___	Post test Mean	4.71	4.57	4.71
d. Table surfaces wiped	___	Mean Change	+.27	+.01	+.42
	___				

OBSERVATION AREA AND ITEMS		Provider Group		
		New Providers	Experienced Providers	Control Group
10. Conducts activities in a positive, relaxed and pleasant atmosphere to reduce tension and stress:	Pretest Mean	4.44	4.44	4.29
a. Calm voice ____	Post test Mean	5.00	4.29	3.71
b. Appropriate pace ____	Mean Change	+.56	-.15	-.58
c. Allows for choice ____				
11. Attends to each child's physical needs:				
a. Toileting ____	Pretest Mean	5.00	4.00	4.76
b. Eating ____	Post test Mean	5.00	4.86	4.86
c. Exercising ____	Mean Change	0	+.86	+.10
d. Napping ____				
12. Provides adequate ventilation and lighting, comfortable room temperatures, and overall good sanitation.	Pretest Mean	4.78	4.33	4.53
	Post test Mean	4.57	4.71	4.43
	Mean Change	-.21	+.38	-.10
13. Establishes procedures for care of sick children - isolates a child with a contagious illness.	Pretest Mean	3.50	4.67	3.82
	Post test Mean	4.00	4.14	3.79
	Mean Change	+.50	-.53	-.03
*14. Completed and signed physical forms are on file on each child.	Pretest Mean	2.39	3.67	3.65
	Post test Mean	2.57	4.57	3.57
	Mean Change	+.18	+.90	-.08
*15. Immunizations forms are on file and are current.	Pretest Mean	2.06	3.44	4.06
	Post test Mean	2.00	4.14	3.00
	Mean Change	-.06	+.70	-1.06

OBSERVATION AREA AND ITEMS		Provider Group		
		New Providers	Experienced Providers	Control Group
16. Allows children to feed themselves finger food for older infants and appropriate utensils for toddlers & pre-schoolers.	Pretest Mean	4.61	5.00	5.00
	Post test Mean	5.00	5.00	5.00
	Mean Change	+.39	0	0
17. Sits with children during eating time.	Pretest Mean	3.17	3.44	3.12
	Post test Mean	3.29	3.00	2.21
	Mean Change	+.12	-.44	-.91
18. Relates warmly using kind words with infant when diapering.	Pretest Mean	3.44	2.94	3.24
	Post test Mean	2.14	3.21	2.79
	Mean Change	-1.30	+.27	-.45
19. Babies are: a. diapered regularly, ___ b. changing surface and hands are washed after each change. ___	Pretest Mean	2.83	2.67	2.94
	Post test Mean	2.36	2.64	2.36
	Mean Change	-.47	-.03	-.58
20. Encourages self-help in toileting.	Pretest Mean	4.44	4.06	4.41
	Post test Mean	4.64	4.29	5.00
	Mean Change	+.20	+.23	+.59
21. Schedules nap to fit children's needs.	Pretest Mean	4.39	4.11	4.53
	Post test Mean	4.86	4.50	5.00
	Mean Change	+.47	+.39	+.47

OBSERVATION AREA AND ITEMS		Provider Group		
		New Providers	Experienced Providers	Control Group
C. FUNCTIONAL AREA: LEARNING ENVIRONMENT				
22. Provides easily accessible learning materials that children can explore by themselves: a. Table toys on shelves b. Books on rack or shelf	Pretest Mean	3.89	3.33	3.00
	Post test Mean	3.86	3.57	2.43
	Mean Change	-.03	+.24	-.57
*23. Balances active and quiet, free and structured, individual and group, indoor and outdoor activities.	Pretest Mean	3.72	3.61	3.59
	Post test Mean	4.71	4.57	3.29
	Mean Change	+.99	+.96	-.30
24. Soft child size furniture is used.	Pretest Mean	3.67	2.56	3.00
	Post test Mean	4.00	3.29	2.86
	Mean Change	+.33	+.73	-.14
25. Provides adequate and safe space for the children: a. Crawling space ___ b. Walking ___ c. Climbing areas ___	Pretest Mean	4.22	4.00	3.82
	Post test Mean	5.00	4.71	4.43
	Mean Change	+.78	+.71	+.61
26. Modifies the environment to meet the changing abilities, needs and interests of each child.	Pretest Mean	3.94	3.89	3.94
	Post test Mean	4.29	4.29	3.86
	Mean Change	+.35	+.40	-.08
27. Gives individual attention to each child.	Pretest Mean	4.89	4.67	4.18
	Post test Mean	4.64	4.71	4.00
	Mean Change	-.25	+.04	-.18

OBSERVATION AREA AND ITEMS		Provider Group: New Providers	Experienced Providers	Control Group
PHYSICAL (continued)				
28. Supervises outdoor play.	Pretest Mean	3.94	4.33	3.82
	Post test Mean	4.00	4.14	4.57
	Mean Change	+.06	-.19	+.75
29. Provides opportunities (through questions, suggestions) and comments for children to develop their senses:				
a. by noticing similarities and differences ____	Pretest Mean	3.00	3.44	3.00
	Post test Mean	3.00	2.86	2.00
b. smelling ____	Mean Change	0	-.58	-1.00
c. distinguishing sounds ____				
d. feeling ____				
e. touching a variety of objects ____				
f. tasting different foods ____				
30. Plays appropriate physical activities with children, emphasizing each individual's pleasure in the activity rather than competition.	Pretest Mean	4.44	4.22	4.53
	Post test Mean	4.29	3.86	3.43
	Mean Change	-.15	-.36	-1.1
31. Helps children develop small-muscle control through activities:				
a. tearing ____				
b. cutting ____	Pretest Mean	4.06	3.89	3.94
c. painting ____	Post test Mean	4.57	3.43	3.57
d. drawing ____	Mean Change	+.51	-.46	-.37
e. using tools ____				
f. buttoning ____				
g. zipping ____				

OBSERVATION AREA AND ITEMS		Provider Group		
		New Providers	Experienced Providers	Control Group
32. Offers eye-hand coordination activities:	Pretest Mean	4.06	4.22	4.06
a. Peg boards ___	Post test Mean	4.71	3.86	3.86
b. Scissors ___	Mean Change	+.65	-.36	-.20
c. Puzzles ___				
E. FUNCTIONAL AREA: COGNITIVE				
33. Uses techniques:				
a. open ended questions ___				
b. suggestions ___				
c. activities that stimulate children's curiosity, inventiveness, problem solving and communication skills. ___	Pretest Mean	4.44	3.89	3.24
	Post test Mean	4.43	4.00	3.14
	Mean Change	-.01	+.11	-.10
34. Play is encouraged and provider often joins children's play as a participator not director.	Pretest Mean	3.89	4.00	3.47
	Post test Mean	4.36	3.43	3.29
	Mean Change	+.47	-.57	-.18
35. Uses the home environment, everyday activities, and homemade materials to appropriately encourage children's intellectual development.	Pretest Mean	3.28	3.44	3.00
	Post test Mean	3.71	4.14	3.29
	Mean Change	+.43	+.30	+.29
36. Encourages active learning rather than emphasizing adult talking and children's passive listening.	Pretest Mean	4.06	4.44	3.94
	Post test Mean	5.00	4.43	4.29
	Mean Change	+.94	-.01	+.35

OBSERVATION AREA AND ITEMS		Provider Group: New Providers	Experienced Providers	Control Group
F. FUNCTIONAL AREA: COMMUNICATION				
37. Is aware of the caregiver's role as a language model for children:				
a. uses calm and affectionate tones ___	Pretest Mean	4.56	4.33	4.29
b. clear speech ___	Post test Mean	5.00	4.57	4.14
c. responsive conversation ___	Mean Change	+.44	+.24	-.15
38. Listens attentively to children:				
a. tries to understand what they want to communicate ___	Pretest Mean	4.44	4.44	3.59
b. helps them to express themselves. ___	Post test Mean	4.43	4.14	3.43
	Mean Change	-.01	-.30	-.16
39. Encourages children to take turns talking and listening instead of interrupting each other or adults and ensures that each child has a chance to talk.	Pretest Mean	3.89	4.06	3.12
	Post test Mean	4.36	4.43	3.71
	Mean Change	+.47	+.37	+.59
40. Encourages children to talk about their experiences and to describe what they are doing.	Pretest Mean	3.28	3.78	3.24
	Post test Mean	3.72	3.71	1.71
	Mean Change	+.43	-.07	-1.53
41. Repeats sounds and words of infants.	Pretest Mean	2.94	2.61	2.59
	Post test Mean	2.21	1.31	1.71
	Mean Change	-.73	-1.3	-.88

OBSERVATION AREA AND ITEMS		Provider Group		
		New Providers	Experienced Providers	Control Group
COGNITIVE (continued)				
42. Describes to infants and toddlers what they are doing or are going to do.	Pretest Mean	3.83	3.56	2.71
	Post test Mean	3.43	3.43	2.64
	Mean Change	-.40	-.13	-.07
43. Uses or makes available to children a variety of materials				
a. Books ____				
b. Magazines ____	Pretest Mean	4.44	4.67	4.41
c. Records ____	Post test Mean	4.71	4.86	4.29
d. Lotto games ____	Mean Change	+.27	+.19	-.12
e. Pictures ____				
f. Dolls ____				
g. Puppets ____				
G. FUNCTIONAL AREA: CREATIVE				
44. Displays children's work at their eye level.	Pretest Mean	1.17	1.78	1.59
	Post test Mean	2.14	1.71	1.43
	Mean Change	+.97	-.07	-.16
45. Emphasizes the process of creating more than the product.	Pretest Mean	3.72	3.44	2.53
	Post test Mean	4.43	4.14	2.86
	Mean Change	+.65	+.70	+.33
46. Understands that each child's creative expression is unique				
a. does not encourage uniformity or ____	Pretest Mean	3.61	3.56	3.00
	Post test Mean	4.14	4.14	2.86
b. use of patterns ____	Mean Change	+.53	+.58	-.14

OBSERVATION AREA AND ITEMS		Provider Group		
		New Providers	Experienced Providers	Control Group
47. Regularly provides time, space and materials for unstructured activities that are appropriate for children at different ages:	Pretest Mean	4.17	4.22	3.71
a. Blocks ____	Post test Mean	5.00	4.57	3.71
b. Art ____	Mean Change	+.83	+.35	0
c. Music and movement ____				
d. Dramatic play ____				
48. Provides for "sensory" activities with children:				
a. Water play ____	Pretest Mean	2.61	3.00	2.65
b. Sand play ____	Post test Mean	4.29	3.43	2.71
c. Finger painting ____	Mean Change	+1.68	+.43	+.06
d. Tempera painting ____				
49. Encourages children's use of imagination:	Pretest Mean	4.06	3.78	3.00
a. Telling stories ____	Post test Mean	4.57	3.71	3.14
b. Playing make-believe ____	Mean Change	+.51	-.07	+.14
c. Singing their own songs ____				
50. Crayons, paper, paste, and scissors are easily accessible for the children to use.	Pretest Mean	2.83	1.94	2.47
	Post test Mean	3.21	2.43	2.36
	Mean Change	+.38	+.49	-.11
H. FUNCTIONAL AREA: SELF				
51. Addresses each child by name, talks with each child and encourages each child to call other children and adults by name.	Pretest Mean	5.00	5.00	4.53
	Post test Mean	5.00	5.00	4.71
	Mean Change	0	0	+.18

OBSERVATION AREA AND ITEMS

		Provider Group		
		New Providers	Experienced Providers	Control Group
52. Has affectionate and appropriate physical contact with each child daily in ways that convey love, affection and security:	Pretest Mean	4.89	4.67	4.41
a. Hug ____	Post test Mean	5.00	4.71	4.14
b. Smile ____	Mean Change	+.11	+.04	-.27
c. Appropriate touch ____				
53. When possible, offers children choices in activities, materials, and foods - and respects their choices.	Pretest Mean	4.39	4.56	4.41
	Post test Mean	4.86	4.43	4.14
	Mean Change	+.47	-.13	-.27
54. Utilizes TV as an educational experience where provider joins children and extends learning through questions.	Pretest Mean	2.72	2.11	3.00
	Post test Mean	2.43	2.79	1.86
	Mean Change	-.29	+.68	-1.57
55. Helps children recognize and accept their feelings and express these feelings in culturally appropriate ways:	Pretest Mean	2.50	3.11	2.53
a. Joy ____	Post test Mean	1.86	1.71	1.43
b. Anger ____	Mean Change	-.64	-1.4	-1.10
c. Jealousy ____				
d. Sadness ____				
e. Fear ____				

OBSERVATION AREA AND ITEMS		Provider Group		
		New Providers	Experienced Providers	Control Group
56. Comments directly, sincerely, and positively to children about their performance and ideas.	Pretest Mean	4.44	4.56	4.06
	Post test Mean	4.29	4.00	3.29
	Mean Change	-.15	-.56	-.77
I. FUNCTIONAL AREA: SOCIAL				
57. Responds quickly and calmly to prevent children from hurting each other when children want the same toy or disagree.	Pretest Mean	4.39	4.33	4.29
	Post test Mean	4.50	4.43	4.43
	Mean Change	+.11	+.10	+.14
58. Encourages preschool children to use problem solving techniques by first modeling, then facilitating and finally letting children solve their own problems.	Pretest Mean	2.83	3.89	2.41
	Post test Mean	3.86	3.57	3.43
	Mean Change	+1.03	-.32	+1.02
J. FUNCTIONAL AREA: GUIDANCE				
59. Knows and uses a variety of positive guidance methods:	Pretest Mean	4.33	4.33	4.06
a. Listening ____	Post test Mean	4.86	3.86	3.86
b. Reinforcement ____	Mean Change	+.53	-.47	-.20
c. Redirection ____				
60. Avoids negative methods, including spanking, threatening, shouting, isolating, or shaming children.	Pretest Mean	4.33	4.67	3.59
	Post test Mean	4.14	3.57	3.00
	Mean Change	-.19	-1.10	-.59

OBSERVATION AREA AND ITEMS		Provider Group: New Providers	Provider Group: Experienced Providers	Control Group
GUIDANCE (continued)				
61. Establishes rules and limits for children's behavior which are:				
a. simple ___	Pretest Mean	4.61	4.67	4.53
b. reasonable ___	Post test Mean	5.00	4.71	4.29
c. consistent ___	Mean Change	+.39	+.04	-.24
d. clear to children ___				
62. Alerts children to changes in activities or routines well in advance and handles transitions from one activity to another with clear directions and patience.	Pretest Mean	3.17	3.94	3.47
	Post test Mean	3.29	2.57	3.00
	Mean Change	+.12	-1.37	-.47
63. Addresses the problem behavior or situation rather than labeling the child involved.	Pretest Mean	4.06	4.56	3.47
	Post test Mean	4.57	4.14	3.36
	Mean Change	+.51	-.42	-.11
*64. Posts schedule of daily activities.	Pretest Mean	.94	1.56	1.24
	Post test Mean	1.21	2.14	1.14
	Mean Change	+.27	+.58	-.10
K. FUNCTIONAL AREA: FAMILIES				
*65. Establishes written policy for a clear understanding with each family:				
a. Hours of child care ___	Pretest Mean	2.56	3.33	2.41
b. Amount of fees ___	Post test Mean	2.57	3.57	2.43
c. Payment schedule ___	Mean Change	+.01	+.24	+.02
d. Vacations ___				
e. Emergency procedures ___				

OBSERVATION AREA AND ITEMS		Provider Group		
		New Providers	Experienced Providers	Control Group
66. Encourages parents: a. To visit the family day care home ____ b. Participate in activities with their children ____ c. Make suggestions for the daily program ____	Pretest Mean Post test Mean Mean Change	4.39 4.64 +.25	3.78 4.86 +1.08	3.59 4.50 +.91
67. Has daily conversations with parents including informal reports on the child's day and progress.	Pretest Mean Post test Mean Mean Change	4.61 4.29 -.32	4.89 4.86 -.03	4.47 4.50 +.03
L. FUNCTIONAL AREA: PROGRAM MANAGEMENT				
*68. Maintains up-to-date written records concerning the growth, health, behavior, and progress of each child and the group and shares the information with parents.	Pretest Mean Post test Mean Mean Change	1.61 1.36 -.25	1.67 2.14 +.47	1.47 .86 -.61
*69. Complies with local licensing, approval, or registration regulations.	Pretest Mean Post test Mean Mean Change	1.56 2.14 +.58	4.00 4.57 +.57	3.47 3.43 -.04
*70. Prepares an ongoing budget, keeps expense records	Pretest Mean Post test Mean Mean Change	1.94 2.43 +.49	3.00 3.00 0	2.71 2.14 -.57

OBSERVATION AREA AND ITEMS		Provider Group		
		New Providers	Experienced Providers	Control Group
M. FUNCTIONAL AREA: PROFESSIONALISM				
71. Enjoys working with young children and demonstrates a positive attitude by:	Pretest Mean	5.00	4.78	4.41
a. frequent smiles ____	Post test Mean	5.00	4.71	4.29
b. appreciates children's actions by positive verbal comments and nonverbal gestures ____	Mean Change	0	-.07	-.12
72. Can describe his/her child care philosophy, goals, objectives to others.	Pretest Mean	4.56	4.56	4.41
	Post test Mean	5.00	5.00	4.71
	Mean Change	+.44	+.44	+.30
73. Participates in at least four workshops each year. List those attended:	Pretest Mean	3.89	3.67	1.94
_____	Post test Mean	5.00	4.57	1.86
_____	Mean Change	+1.11	+.90	-.08
_____				
_____				

Appendix O

Work/Family Survey Results

for Providers and Spouses/Partners

Attitudes Toward Work and Family
Family Day Care Project
Provider Form

1. Number of Responses (40) 41% return rate
   Jackson County (26) 65% Wyandotte County (2) 5%
   Johnson County (3) 7% YWCA (9) 23%

2. Your sex?
   _ Male
   (40) 100% Female

3. Are you?
   (27) 68% Married or living with a partner
   (11) 28% Not married (divorced, separated, widowed, or never married)
   (2) 5% No Respone

4. How much formal education have you had?
   (3) 7% Grade school or some high school
   (11) 28% High school or GED
   (19) 48% Some college/technical school/two-year college graduate, CDA
   (3) 7% College graduate (Bachelors degree)
   (2) 5% Master's degree/Doctorate or more (MBA or Law Degree also)
   (2) 5% No Response

5. Is your spouse or partner employed outside the home?
   (27) 68% Yes, full time 35 hours or more per week
   (1) 2% Yes, part-time
   (1) 2% No
   (8) 20% Not applicable

6. How many people live in your household? Mean = 3

7. Your age? 22-57 Range

Family Concerns

8. Which of the following family conerns have required a lot of attention and/or emotional, financial commitment for you or your family. (Mark all that apply)

2.7 concerns per provider (average)

(4)10% Inadequate housing
(20)50% Financial concerns-(spending, debit)
(3) 7% Care for aging parents
(6)15% Conflict with family relatives
(6)15% Conflict with friends
(5)13% Death of a family member
(2) 5% Family violence/potential violence or abuse
(4)10% Chemical dependency (drugs or alcohol)
(5)13% Health problems (physical or mental)
(2) 5% Retirement or pending retirement for your or your spouse
(9)22% Career change or employment change for partner
(5)13% Marital problems or conflict with partner
(5)13% Divorce or separation
(4)10% Child with medical problems
(9)22% Chronic lack of time to spend with spouse or partner
(10)25% Behavior, social or personal adjustment problems of child/adolescent
(6)15% School-related problems of child
(1) 2% Chemical dependency of adolescent
(2) 5% Adult children living at home

9. List the person who is primarily responsible for each of the household tasks below

	I am totally	I am mostly but partner helps	Equal respon-sibility	Partner mostly but I help	Does Not Apply	NR
Domestic chores						
Cleaning	(18)45%	(10)25%	(7)18%	(2) 5%		(3) 7%
Laundry	(23)58%	(9)22%	(4)10%	-	(1) 2%	(3) 7%
Shopping	(19)47%	(12)30%	(5)13%	(3) 7%	-	(1) 2%
Preparing meals	(21)53%	(14)35%	(3) 7%	(1) 2%	-	(1) 2%
Paying bills	(21)53%	(2) 5%	(10)25%	(5)13%	(1) 2%	(1) 2%
Major financial decisions	(11)28%	(1) 2%	(18)45%	(6)15%	-	(4)10%
Home maintenance	(10)25%	(3) 7%	(11)28%	(12)30%	(2) 5%	(2) 5%
Property maintenance	(8)20%	(2) 5%	(11)28%	(14)35%	(3) 7%	(2) 5%
Auto care & maintenance	(9)22%	(5)13%	(5)13%	(15)38%	(2) 5%	(4)10%
Caring for children	(12)30%	(12)30%	(9)22%	-	(3) 7%	(4)10%
Transporting children	(16)40%	(7)18%	(6)15%	-	(7)18%	(4)10%
Attending school events	(10)25%	(5)13%	(9)22%	(1) 2%	(8)20%	(7)18%
Attending parent-teacher conferences	(8)20%	(5)13%	(9)22%	-	(11)28%	(7)18%
Caring for other family members	(7)17%	(1) 2%	(9)22%		(17)43%	(6)15%

	Very Satisfied	Satisfied	Neither Satisfied or Dissatisfied	Dissatisfied	Very Dissatisfied	NR
10. How satisfied are you with the balance between the demands of your work and personal life?	(3) 7%	(23) 58%	(7) 18%	(3) 7%	(1) 2%	(3) 7%
11. Considering everything, how would you rate your overall satisfaction with your personal life at the present time?	(10) 25%	(18) 45%	(7) 18%	(2) 5%		(3) 7%

12. Family and Work	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	NR
The problems of combining my work and family responsibilities are very difficult	(2) 5%	(8) 20%	(8) 20%	(13) 33%	(6) 15%	(3) 7%
My work and family life often interfere with each other	(1) 2%	(9) 22%	(8) 20%	(13) 33%	(6) 15%	(3) 7%
I often do not have time for myself after meeting my work and/or family responsibilities	(9) 22%	(13) 33%	(2) 5%	(13) 33%	(3) 7%	
I am under less stress now than I was a year ago	(10) 25%	(16) 40%	(6) 15%	(3) 7%	(1) 2%	(4) 10%
I usually feel successful in both my family and work roles	(13) 33%	(17) 43%	(5) 13%	(1) 2%	(1) 2%	(3) 7%
Home day care interferes with the normal family routines		(5) 13%	(4) 10%	(22) 55%	(6) 15%	(3) 7%
I resent our home being used for child care		(1) 2%	(6) 15%	(12) 30%	(17) 43%	(4) 10%

Family and Work (continued)

	Almost Always	Always	Occasion-ally	Almost Never	Never	Does Not Apply	NR
Sometimes my family concerns just seem overwhelming			(20) 50%	(11) 28%	(4) 20%	(1) 2%	(4) 10%
Usually I am too tired or stressed from work to effectively address my family's day to day problems		(1) 2%	(12) 30%	(18) 45%	(4) 10%	(1) 2%	(4) 10%
My family has the financial resources it needs	(14) 35%	(5) 13%	(9) 22%	(2) 5%	(3) 7%		(7) 18%
I can usually talk to my spouse or partner about problems	(13) 32%	(10) 25%	(7) 18%	(2) 5%		(5) 13%	(3) 7%
I receive adequate financial support from my spouse/partner	(10) 25%	(15) 38%	(5) 13%	(1) 2%		(5) 13%	(4) 10%
I receive career support from my spouse/partner	(7) 18%	(16) 40%	(5) 13%	(1) 2%		(5) 13%	(6) 15%
I receive emotional support from my spouse/partner	(9) 22%	(14) 35%	(6) 15%	(2) 5%		(5) 13%	(4) 10%
I receive family support from my spouse/partner (child care, family chores)	(7) 18%	(13) 32%	(8) 20%			(5) 13%	(5) 13%
Children in care ruin home furnishings and property	(3) 7%		(11) 28%	(10) 25%	(9) 22%	(1) 2%	(6) 15%
My home has depreciated in value since child care started		(3) 7%	(5) 13%	(7) 18%	(15) 37%	(5) 13%	(5) 13%

13. Which of the following people or groups of people would you count on to give you personal or emotional support

	Not at all	Some-what often	Often	Very Often	Does Not Apply	NR
Spouse/partner	(3) 7%	(6)15%	(3) 7%	(12)30%	(3)7%	(13)33%
Family members/relatives	(3)7%	(11)28%	(12)30%	(9)22%	(1)2%	(4)10%
Friends, neighbors	(6)15%	(14)35%	(11)28%	(5)13%		(4)10%
Family doctor	(18)45%	(12)30%	(3)7%	(2)5%		(5)13%
Clergy	(10)25%	(14)35%	(4)10%	(4)10%	(2)5%	(6)15%
Support group or organization	(9)22%	(15)38%	(6)15%	(3) 7%	(3)7%	(4)10%
Child care licensing representative	(9)22%	(11)28%	(8)20%	(3) 7%	(3)7%	(6)15%
Child care home visitor (food program and/or training coordinator)	(7)18%	(7)18%	(11)28%	(5)13%	(2)5%	(8)20%

14. Values

	Strongly Agree	Agree	Neither Agree or Disagree	Dis-agree	Strongly Disagree	Does Not Apply	NR
Work is very important to me	(22)55%	(15)38%	(1) 2%				(2) 5%
My spouse's/partner's work is very important to me	(17)43%	(11)28%	(1) 2%	(1) 2%		(7)18%	(3) 7%
Family is very important to me	(34)85%	(4)10%					(2) 5%
Family is very important to my spouse/partner	(24)60%	(6)15%	(1) 2%			(7)18%	(2) 5%
Non-work interests (hobbies, politics, sports) are very important to me	(3) 7%	(10)25%	(17)43%	(4)10%		(6)15%	(2) 5%
Non-work interests (hobbies, politics, sports) are very important to my spouse/partner	(7)18%	(16)40%	(4)10%	(3) 7%	(1) 2%	(7)18%	(3) 7%
Community, church, etc. activities are important to me	(17)43%	(13)32%	(7)18%	(1) 2%			(2) 5%
Community, church, etc. activities are important to my spouse/partner	(11)28%	(4)10%	(11)28%	(5)13%		(7)18%	(2) 5%
I would like to change my job	(2) 5%	(2) 5%	(5)13%	(13)32%	(15)38%	(1) 2%	
My spouse/partner would like to change jobs	(2) 5%	(3) 7%	(4)10%	(5)13%	(7)18%	(11)28%	(8)20%

Attitudes Toward Work and Family
Family Day Care Project
Spourse or Partner Form

1. Number of Responses 16 Total

2. Your sex? (12)75% Male

(4)25% Female

3. Are you? (16)100% Married or living with a partner
Not married (divorced, separated, widowed, or never married)

4. How much formal education have you had?

Grade school or some high school

(3)19% High school or GED

(10)62% Some college/technical school/two-year college graduate, CDA

(3)19% College graduate (Bachelors degree)

Master's degree/Doctorate or more (MBA or Law Degree also)

5. How many people live in your household? 3.9 (average)

6 Your age? 24-42 range

Family Concerns

7. Which of the following family conerns have required a lot of attention and/or emotional, financial commitment for you or your family. (Mark all that apply)

Average 2 concern per spouse/partner
(4)25% Inadequate housing
(9)56% Financial concerns-(spending, debit)
(1) 6% Care for aging parents
(2)12% Conflict with family relatives
Conflict with friends
(1) 6% Death of a family member
Family violence/potential violence or abuse
(1) 6% Chemical dependency (drugs or alcohol)
(1) 6% Health problems (physical or mental)
Retirement or pending retirement for your or your spouse
(3)19% Career change or employment change for partner
(3)19% Marital problems or conflict with partner
Divorce or separation
Child with medical problems
(3)19% Chronic lack of time to spend with spouse or partner
(2)12% Behavior, social or personal adjustment problems of child/adolescent
(1) 6% School-related problems of child
Chemical dependency of adolescent
(2)12% Adult children living at home

8. List the person who is primarily responsible for each of the household tasks below

	I am totally	I am mostly but partner helps	Equal responsibility	Partner mostly but I help	Does Not Apply	NR
Domestic chores						
Cleaning	(3) 19%	(1) 6%	(4) 25%	(8) 50%		
Laundry	(3) 19%	(1) 6%		(11) 69%	(1) 6%	
Shopping	(4) 25%	(1) 6%	(1) 6%	(10) 62%		
Preparing meals	(4) 25%		(1) 6%	(11) 69%		
Paying bills	(3) 19%	(1) 6%	(4) 25%	(7) 44%	(1) 6%	
Major financial decisions	(1) 6%		(13) 81%	(21) 12%		
Home maintenance	(2) 25%	(7) 44%	(3) 19%	(3) 19%		
Property maintenance	(4) 25%	(5) 31%	(3) 19%	(2) 12%	(2) 12%	
Auto care & maintenance	(3) 19%	(8) 50%		(4) 25%		
Caring for children	(1) 6%	(2) 12%	(7) 44%	(5) 31%	(1) 6%	
Transporting children	(3) 19%		(8) 50%	(2) 12%	(3) 19%	
Attending school events	(1) 6%	(2) 12%	(5) 31%	(2) 12%	(6) 38%	
Attending parent-teacher conferences	(1) 6%	(1) 6%	(4) 25%	(5) 31%	(5) 31%	
Caring for other family members			(3) 19%	(3) 19%	(10) 62%	

	Very Satisfied	Satisfied	Neither Satisfied or Dissatisfied	Dissatisfied	Very Dissatisfied	NR
9. How satisfied are you with the balance between the demands of your work and personal life?	(1) 6%	(10) 62%	(4) 25%	(1) 6%		
10. Considering everything, how would you rate your overall satisfaction with your personal life at the present time?	(4) 25%	(10) 62%	(1) 6%	(1) 6%		

11. Family and Work

	Strongly Agree	Agree	Neither Agree or Dis-Agree	Dis-agree	Strongly Disagree	NR
The problems of combining my work and family responsibilities are very difficult	(1) 6%	(3)19%	(3)19%	(8)50%	(1) 6%	
My work and family life often interfere with each other	(1) 6%	(6)38%	(1) 6%	(6)38%	(2)12%	
I often do not have time for myself after meeting my work and/or family responsibilities	(1) 6%	(5)31%	(4)25%	(5)31%	(1) 6%	
I am under less stress now than I was a year ago	(6)38%	(5)31%	(2)12%	(3)19%		
I usually feel successful in both my family and work roles	(4)25%	(10)63%	(2)12%			

Family and Work (continued)

	Almost Always	Always	Occasion-ally	Almost Never	Never	Does Not Apply	NR
Sometimes my family concerns just seem overwhelming		(1)6%	(10)59%	(3)19%	(2)12%		
Usually I am too tired or stressed from work to effectively address my family's day to day problems			(6)38%	(9)56%	(1) 6%		
My family has the financial resources it needs	(6)38%	(5)31%	(4)25%	(1) 6%			
I can usually talk to my spouse or partner about problems	(1) 6%	(11)69%	(4)25%				
I receive adequate financial support from my spouse/partner	(3)19%	(12)75%	(1) 6%				
I receive career support from my spouse/partner		(13)81%	(2)12%	(1)6%			
I receive emotional support from my spouse/partner	(1) 6%	(13)81%	(2)12%				
I receive family support from my spouse/partner (child care, family chores)	(1) 6%	(9)56%	(2)12%	(1)6%		(2)12%	(1)6%
Children in care ruin home furnishings and property	(3)19%		(6)38%	(7)44%			
My home has depreciated in value since child care started	(1) 6%		(1) 6%	(7)44%	(4)25%	(3)19%	

13. Which of the following people or groups of people would you count on to give you personal or emotional support

	Not at all	Some-what often	Often	Very Often	Does Not Apply	NR
Spouse/partner		(2)12%	(4)25%	(8)50%		(3)19%
Family members/relatives	(1) 6%	(7)44%	(4)25%	(3)19%		(1) 6%
Friends, neighbors	(2)12%	(8)50%	(3)19%			(1) 6%
Family doctor	(7)44%	(3)19%	(1) 6%		(4)25%	(1) 6%
Clergy	(4)25%	(2)12%	(3)19%	(1) 6%	(4)25%	(2)12%
Support group or organization	(6)38%	(2)12%	(1) 6%	(1) 6%	(5)31%	(1) 6%
Child care licensing representative	(5)31%	(4)25%	(1) 6%		(5)31%	(1) 6%
Child care home visitor (food program and/or training coordinator)	(3)19%	(1) 6%	(2)12%	(1) 6%	(5)31	(4)25%

14. Values

	Strongly Agree	Agree	Neither Agree or Disagree	Dis-agree	Strongly Disagree	Does Not Apply	NR
Work is very important to me	(6)38%	(7)44%	(1)6%				(2)12%
My spouse's/partner's work is very important to me	(3)19%	(11)69%	(1)6%				(1) 6%
Family is very important to me	(12)75%	(3)19%					(1) 6%
Family is very important to my spouse/partner	(11)69%	(4)25%					(1) 6%
Non-work interests (hobbies, politics, sports) are very important to me	(3)19%	(9)56%	(1) 6%	(1)6%	(1)6%		(1) 6%
Non-work interests (hobbies, politics, sports) are very important to my spouse/partner	(3)19%	(6)38%	(4)25%	(1)6%	(1)6%		(1) 6%
Community, church, etc. activities are important to me	(3)19%	(4)25%	(7)44%	(1)6%			(1) 6%
Community, church, etc. activities are important to my spouse/partner	(4)25%	(4)25%	(6)38%	(1)6%			(1) 6%
I would like to change my job		(1) 6%	(5)31%	(8)50%	(1)6%		(1) 6%
My spouse/partner would like to change jobs	(1) 6%		(4)25%	(8)50%	(2)12%		(1) 6%

Appendix P

Descriptive Statistics

Year 1 and 2

Descriptive Statistics
Year 1

1. How many children are you caring for now?

   120 children
   (4.6 children per provider average)

2. Are you licensed? yes (11)42% no (15)58%

   Are you working to obtain your license? yes (11)42% no (4)15% NR (11)42%

3. Have you ever cared for children (other than your own) in your home? yes (20)77% no (3)11% NR (2) 8%
   - (explain below)
   - Full - time regular basis — yes (18)69% no (1) 4% NR (7)27%
   - Part - time regular basis — yes (8)31% no (1) 4% NR (16)61%
   - Occasionally — yes (8)31% no (1) 4% NR (17)65%

4. In the past year, did you:
   - work outside the home full time — yes (6)23% no (10)38% NR (10)38%
   - work outside the home part-time — yes (1) 4% no (9)35% NR (16)61%
   - work as a full time homemarker — yes (15)58% no (3)11% NR (8)31%

5. Have you ever had any of the following work experiences?
   - teacher or aide in a child care center/preschool — yes (7)27% no (15)58% NR (4)15%
   - babysitter — yes (19)73% no (4)15% NR (3)11%
   - volunteer in a church child care program — yes (11)42% no (8)31% NR (6)23%

6. Have you participated in any of the following training opportunities?
   - Child development courses in high school — yes (8)31% no (13)50% NR (5)19%
   - Child development courses in junior college — yes (3)11% no (13)50% NR (10)38%
   - Child development courses at a university — yes (3)11% no (13)50% NR (10)38%
   - Parenting classes — yes (7)27% no (9)35% NR (10)38%
   - Workshops (please explain) — yes (13)50% no (7)27% NR (6)23%

7. How old are you?

Under 21		46 - 55	(4)15%
21 - 35	(13) 50%	56 - 65	(2) 8%
36 - 45	(7) 27%	Over 65	

8. Are you married? yes (20) 77% no (6) 23%

9. Does your spouse work: yes (18) 69% no (2) 7% NR (6) 23%

10. Please estimate your total family income.

Under $10,000	(3)11%
$10,000 to 14,999	(3)11%
$15,000 to 19,999	(8)31%
$20,000 to 24,999	(4)15%
$25,000 to 29,999	(3)11%
$30,000 to 39,999	(2) 8%
$40,000 to 49,999	(1) 4%
Over $50,000	(1) 4%
No Response	(2) 8%

Descriptive Statistics
Pretest Year II

1. How many children are you caring for now?

   441 children
   (15) NA
   (14) No children
   (79) providers care for an Average of 5.6 children

2. Are you licensed? yes (40)37% no (63)58% registered (1)1% NR (4)4%

   Are you working to obtain your license? yes (37)34% no (38)35% NR (33)31%

3. Have you ever cared for children (other than your own) in your home? yes (68)63% no (7) 6% NR (33)31%
   (explain below)
   - Full - time regular basis yes (68)63% no (9) 8% NR (31)29%
   - Part - time regular basis yes (45)42% no (9) 8% NR (54)50%
   - Occasionally yes (48)45% no (4) 4% NR (56)52%

4. In the past year, did you:
   - work outside the home full time yes (42)39% no (46)43% NR (20)19%
   - work outside the home part-time yes (23)21% no (43)40% NR (42)39%
   - work as a full time homemarker yes (48)45% no (16)15% NR (44)41%

5. If you had a job, what was the job?

White Collar	(11)11%
Blue Collar	(40)37%
Child Care	(21)20%
NR	(36)34%

6. Have you ever had the following work experiences?
   - teacher or aide in a child care center/preschool yes (49)46% no (44)41% NR (15)14%
   - babysitter yes (93)86% no (3) 3% NR (12)11%
   - volunteer in a church child care program yes (47)44% no (43)40% NR (18)17%

7. Have you participated in any of the following training opportunities?
   - Child development courses in high school yes (46)43% no (45)42% NR (17)16%
   - Child development courses in junior college yes (21)20% no (62)58% NR (25)23%
   - Child development courses at a university yes (22)21% no (61)57% NR (25)23%
   - Parenting classes yes (45)42% no (46)43% NR (17)16%
   - Workshops (please explain) yes (34)32% no (48)45% NR (26)24%

8. How old are you?

Under 21 (2) 2%	46 - 55	(8)7%	NR (3) 3%
21 - 35 (65) 60%	56 - 65	(3)2%	
36 - 45 (27) 25%	Over 65		

9. Are you married? yes (77) 71% no (26) 25% NR (5) 5%

10. Does your spouse work: yes (74) 69% no (5) 5% NR (29) 27%

11. Please estimate your total family income.

Under $10,000	(23) 22%
$10,000 to 14,999	(7) 7%
$15,000 to 19,999	(18) 17%
$20,000 to 24,999	(15) 14%
$25,000 to 29,999	(13) 12%
$30,000 to 39,999	(8) 7%
$40,000 to 49,999	(14) 13%
Over $50,000	(1) 1%
No Response	(9) 8%

12. Highest Educational Level

High School	(5) 5%
H.S. Diploma or GED	(50) 46%
AA Degree	(4) 4%
BS Degree	(9) 8%
College Hours (1 to over 100 hrs.)	(38) 35%
NR	(2) 2%

Descriptive Statistics
Posttest Year II

1. How many children are you caring for now?

416 children
(1) NA
(5) No children
(67) providers care for an
Average of 5.6 children

2. Are you licensed? yes (39)53% no (34)47%
Are you working to obtain your license? yes (18)25% no (23)32% NR (32)44%

3. Have you ever cared for children (other than your own) in your home? (explain below) yes (51)70% no (6) 8% NR (16)22%
- Full - time regular basis yes (57)63% no (8)11% NR (8)11%
- Part - time regular basis yes (34)46% no (7)10% NR (32)44%
- Occasionally yes (34)47% no (5) 7% NR (34)47%

4. In the past year, did you:
- work outside the home full time yes (20)27% no (43)59% NR (10)14%
- work outside the home part-time yes (12)16% no (45)62% NR (16)23%
- work as a full time homemarker yes (28)39% no (27)37% NR (18)25%

5. If you had a job, what was the job?

White Collar (10)14%
Blue Collar (22)30%
Child Care (9)12%
NR (32)44%

6. Have you ever had the following work experiences?
- teacher or aide in a child care center/preschool yes (31)42% no (34)46% NR (8)11%
- babysitter yes (62)85% no (9)12% NR (2) 3%
- volunteer in a church child care program yes (35)48% no (32)44% NR (6) 8%

7. Have you participated in any of the following training opportunities?
- Child development courses in high school yes (33)45% no (29)38% NR (11)15%
- Child development courses in junior college yes (12)16% no (45)62% NR (16)22%
- Child development courses at a university yes (19)26% no (39)53% NR (15)20%
- Parenting classes yes (36)49% no (31)42% NR (6) 8%
- Workshops (please explain) yes (34)32% no (48)45% NR (26)24%

8. How old are you?

Under 21		46 - 55	(6)8%
21 - 35 (39) 53%		56 - 65	(3)4%
36 - 45 (24) 33%		Over 65	(1)1%

9. Are you married? yes (58) 79% no (14) 19% NR (1) 1%

10. Does your spouse work: yes (56) 77% no (4) 5% NR (13) 18%

11. Please estimate your total family income.

Under $10,000	(9)12%
$10,000 to 14,999	(7)10%
$15,000 to 19,999	(7)10%
$20,000 to 24,999	(11)15%
$25,000 to 29,999	(12)16%
$30,000 to 39,999	(13)18%
$40,000 to 49,999	(7)10%
Over $50,000	(4) 5%
No Response	(3) 4%

12. Highest Educational Level

High School	(3) 4%
H.S. Diploma or GED	(33)45%
AA Degree	(1) 1%
BS Degree	(5) 7%
College Hours (1 to over 100 hrs.)	(24)33%
NR	(7)10%

Descriptive Statistics by Agency

Pre-test
Year II

	Johnson County	Wyandotte County	Jackson County	Suburban Jackson County	Pretest Total
Number of surveys	9	14	53	32	108
Number of Children in Care					
0	1	1	12		
1-5	6	7	22	10	
6-10	3	5	9	15	
11-25			1	3	
License					
Yes	6	13	8	14	
No	2	1	43	17	
Registered	1				
Working on Obtaining a License					
Yes	1	2	29	7	
No	4	4	16	13	
Ever Care for Children Before					
Yes	6	10	33	20	
No			6	1	
Work Outside Home Full Time (Past Year)					
Yes	2	6	28	8	
No	6	6	17	16	
Previous Job Type					
Blue Collar	1	2	5	4	
White Collar	3	7	24	6	
Child Care	3	3	10	5	
Experience Being A Teacher or Aide in a Child Care Center or Preschool					
Yes	5	6	26	12	
No	4	7	18	17	
Experience Being A Babysitter					
Yes	9	11	44	31	
No			3		

	Johnson County	Wyandotte County	Jackson County	Suburban Jackson County
Experience Being A Volunteer in a Church Child Care Program				
Yes	3	9	21	15
No	6	3	21	14
High School Courses in Child Development				
Yes	4	8	22	12
No	4	7	23	11
Junior College Courses in Child Development				
Yes	2	4	10	6
No	5	8	34	15
University Courses in Child Development				
Yes	5	3	5	9
No	4	8	36	14
Parent Courses				
Yes	4	9	20	13
No	4	5	25	13
Age				
Under 35	9	7	30	22
36 -- 45		4	16	8
Over 46		4	6	1
Married				
Yes	9	14	27	28
No			23	3
Spouse Work				
Yes	9	14	26	26
No			4	
Income				
Under 10,000		1	18	2
10,000-14,999		1	4	2
15,000-19,999	1	2	13	2
20,000-24,999	4	5	3	3
25,000-29,999	1	3	3	5
30,000-39,999		3	3	3
40,000-49,999	2		2	9
Over 50,000			1	1

Descriptive Statistics by Agency

Posttest
Year II

	Johnson County	Wyandotte County	Jackson County	Suburban Jackson County	Total
Number of surveys	4	8	36	25	73
Number of Children in Care					
0			4	1	
1-5	3	2	20	8	
6-10	1	6	10	11	
11-25			1	4	
License					
Yes	4	8	11	16	
No			25	9	
Working on Obtaining a License					
Yes			16	2	
No	3	2	9	9	
Ever Care for Children Before					
Yes	2	6	21	22	
No			6		
Work Outside Home Full Time (Past Year)					
Yes	4	8	24	21	
No			7	1	
Previous Job Type					
Blue Collar	1		6	3	
White Collar	2	2	12	6	
Child Care		3	3	4	
Experience Being A Teacher or Aide in a Child Care Center or Preschool					
Yes	2	3	18	8	
No	2	4	17	11	
Experience Being A Babysitter					
Yes	4	7	27	24	
No		1	8		

	Johnson County	Wyandotte County	Jackson County	Suburban Jackson County
Experience Being A Volunteer in a Church Child Care Program				
Yes	1	4	16	14
No	3	2	19	8
High School Courses in Child Development				
Yes	2	5	16	10
No	2	3	14	10
Junior College Courses in Child Development				
Yes		1	6	5
No	4	5	22	14
University Courses in Child Development				
Yes	2	2	8	7
No	2	5	20	12
Parent Courses				
Yes	1	3	17	15
No	2	5	16	8
Age				
Under 35	4	3	17	15
36 -- 45		2	13	9
Over 46		3	6	1
Married				
Yes	4	8	26	20
No			10	4
Spouse Work				
Yes	4	8	24	20
No			3	1
Income				
Under 10,000			7	2
10,000-14,999			4	3
15,000-19,999	1		5	1
20,000-24,999		3	7	1
25,000-29,999		3	5	4
30,000-39,999	1	2	4	6
40,000-49,999	1		1	5
Over 50,000	1		1	2

Appendix Q

Mean Score Gains by Agency

Informational and Attitudinal Survey

Year 2

Mean Score Gains by Agency
Informational and Attitudinal Survey
Year 2

	Item		Group 1	2	3	4
1)	I consider child care an important profession.	Pretest	5.00	5.00	4.80	4.93
		Posttest	5.00	5.00	4.89	4.80
		Mean Gain	0	0	+.09	-.13
2)	I need to learn more about early childhood education to do a better job as a family day care provider.	Pretest	4.50	4.50	4.53	4.53
		Posttest	4.50	4.25	4.22	4.16
		Mean Gain	0	-.25	-.31	-.37
3)	Family day care providers are babysitters.	Pretest	4.50	3.63	4.11	3.93
		Posttest	4.75	4.50	4.28	4.40
		Mean Gain	+.25	+.87	+.17	+.47
4)	All that's needed to take care of children is a maternal instinct.	Pretest	4.75	3.38	4.13	4.40
		Posttest	4.00	4.50	4.22	4.36
		Mean Gain	-.75	+1.12	+.09	-.04
5)	Family day care providers do not have to change their own daily schedules to care for children	Pretest	5.00	4.38	3.63	4.33
		Posttest	4.75	4.00	4.22	4.48
		Mean Gain	-.25	-.38	+.59	+.15
6)	Being a family day care provider is extremely stressful.	Pretest	2.50	3.00	3.52	2.93
		Posttest	2.50	2.63	2.83	3.00
		Mean Gain	0	-.37	-.69	+.07
7)	Talking with other family day care providers is helpful.	Pretest	4.50	4.75	4.50	4.67
		Posttest	5.00	4.63	4.36	4.48
		Mean Gain	+.50	-.12	-.14	-.19
8)	I consider my day care home a business.	Pretest	4.50	4.88	4.50	4.67
		Posttest	5.00	4.63	4.61	4.60
		Mean Gain	+.50	-.25	+.09	-.07
9)	As a family day care provider, I need insurance.	Pretest	4.25	4.13	3.73	4.13
		Posttest	4.50	4.38	4.22	4.16
		Mean Gain	+.25	+.25	+.49	+.03
10)	Parents are knowledgable about child care and know what to look for when selecting child care.	Pretest	1.75	3.50	3.13	2.67
		Posttest	2.75	2.50	2.89	2.24
		Mean Gain	+1.00	-1.00	-.24	-.43
11)	State licensing places unrealistic expectations on family day care providers.	Pretest	3.75	3.71	3.27	4.07
		Posttest	2.75	4.38	3.19	3.72
		Mean Gain	-1.00	+.67	-.08	-.35

Item		Group 1	2	3	4
13) Family day care providers have materials and equipment for the children in the areas of math, science, language, and music.	Pretest	3.50	4.38	3.73	3.73
	Posttest	4.75	4.38	3.94	3.84
	Mean Gain	+1.25	0	+.21	+.11
14) Family day care providers follow a regular time schedule and daily routine.	Pretest	3.75	4.50	4.07	4.07
	Posttest	4.25	4.50	4.17	3.88
	Mean Gain	+.50	0	+.10	-.19
15) Family day care providers have a written plan of emergency procedures.	Pretest	4.75	4.75	4.24	3.80
	Posttest	4.50	4.75	4.36	4.08
	Mean Gain	-.25	0	+.12	+.28
16) Children should have opportunities to be independent and to be given choices of activities.	Pretest	4.50	4.88	4.37	4.13
	Posttest	4.75	4.25	4.39	4.24
	Mean Gain	+.25	-.63	+.02	+.11
17) Children keep themselves occupied, so planning activities for them is not necessary.	Pretest	4.50	3.88	3.97	4.13
	Posttest	4.75	4.50	4.22	4.32
	Mean Gain	+.25	+.62	+.25	+.19
18) Play is a valuable method of learning.	Pretest	4.75	4.75	4.43	4.60
	Posttest	4.75	4.75	4.61	4.56
	Mean Gain	0	0	+.18	-.04
19) Children in my care are allowed to watch television anytime during the day.	Pretest	4.50	4.50	4.43	4.00
	Posttest	4.75	4.50	4.44	4.48
	Mean Gain	+.25	0	+.01	+.48
20) Family day care providers have materials and equipment for children in the area of physical development (fine/gross motor skills).	Pretest	4.75	4.75	4.10	4.13
	Posttest	4.75	4.75	4.14	4.28
	Mean Gain	0	0	+.04	+.15
21) Children can learn a lot from playing in water and/or sand.	Pretest	4.75	4.38	3.67	4.27
	Posttest	4.75	4.00	4.39	4.32
	Mean Gain	0	-.38	+.72	+.05
22) Children naturally know how to play and get along with each other.	Pretest	4.50	4.13	3.93	4.13
	Posttest	3.75	4.25	4.00	4.16
	Mean Gain	-.75	+.12	+.07	+.03
23) I have wooden blocks at my home for the children to play with.	Pretest	3.25	4.25	3.78	3.67
	Posttest	4.25	4.13	3.89	4.32
	Mean Gain	+1.00	-.12	+.11	+.65
24) The children and I have practiced a fire drill in my home within the last three months.	Pretest	4.50	4.63	3.12	3.47
	Posttest	4.75	4.25	3.81	4.00
	Mean Gain	+.25	-.40	+.69	+.53

	Item		Group 1	2	3	4
25)	Parents can be difficult to work with.	Pretest	2.00	2.38	2.69	2.40
		Posttest	3.75	3.63	2.75	2.28
		Mean Gain	+1.75	+1.25	+.06	-.12
26)	If a parent has a complaint, I would ask them to make other child care arrangements	Pretest	4.75	4.25	3.83	4.13
		Posttest	4.50	4.13	3.89	3.96
		Mean Gain	-.25	-.12	+.06	-.17
27)	It's important for family day care providers to have written policies.	Pretest	4.75	4.50	4.30	4.60
		Posttest	5.00	4.75	4.42	4.60
		Mean Gain	+.25	+.25	+.08	0
28)	Recordkeeping is an important part of my job.	Pretest	4.75	4.75	4.53	4.60
		Posttest	5.00	4.88	4.61	4.64
		Mean Gain	+.25	+.13	+.08	+.04
29)	Family day care providers write weekly activity plans for the children.	Pretest	4.00	4.25	4.07	3.33
		Posttest	2.50	4.50	4.03	3.68
		Mean Gain	-1.50	+.25	-.04	+.35
30)	Family day care providers talk to each parent about their child's day.	Pretest	4.75	4.63	4.57	4.13
		Posttest	4.50	4.50	4.36	4.24
		Mean Gain	-.25	+.13	-.21	+.11
31)	Workshops can be a waste of time.	Pretest	5.00	4.00	4.53	4.27
		Posttest	4.75	3.88	4.50	4.24
		Mean Gain	-.25	-.22	-.03	-.03
32)	Children need to sit quietly at times to learn self-control.	Pretest	2.75	1.75	2.00	1.93
		Posttest	2.50	2.00	2.29	2.20
		Mean Gain	-.25	+.25	+.29	+.27
33)	Time-out is an appropriate method of discipline.	Pretest	1.50	1.38	1.60	1.47
		Posttest	1.25	1.38	1.72	1.76
		Mean Gain	-.25	0	+.12	+.29
34)	Spanking helps a child learn how to control their behavior.	Pretest	4.75	4.63	3.97	4.07
		Posttest	4.75	4.38	3.86	3.88
		Mean Gain	0	-.25	-.11	-.19
35)	Sometimes I have to yell at the children to make them listen.	Pretest	4.25	3.50	3.97	3.40
		Posttest	4.00	4.25	3.50	3.24
		Mean Gain	-.25	+.75	-.47	-.16
36)	Competition is healthy for pre-schoolers.	Pretest	3.75	3.00	2.86	3.20
		Posttest	4.75	3.38	2.78	3.44
		Mean Gain	+1.00	+.38	-.08	+.24
37)	Children act up during transition times.	Pretest	2.25	2.00	2.32	2.00
		Posttest	2.50	2.13	2.44	2.12
		Mean Gain	+.25	+.13	+.12	+.12

Item		Group 1	2	3	4
38) Children are accident prone.	Pretest	4.00	3.00	3.07	3.40
	Posttest	4.00	3.38	2.83	2.88
	Mean Gain	0	+.38	-.24	-.52
39) Sometimes it is best to ignore a child's question.	Pretest	4.50	4.75	4.20	3.67
	Posttest	4.75	4.63	4.03	4.16
	Mean Gain	+.25	-.12	-.17	+.49
40) I have frequent conversations with the children in my care.	Pretest	4.75	4.75	4.45	4.07
	Posttest	5.00	4.63	4.29	4.32
	Mean Gain	+.25	-.12	-.16	+.25
41) I take the children outside every day, except in bad weather.	Pretest	4.75	4.50	4.36	3.73
	Posttest	4.75	4.50	4.11	4.16
	Mean Gain	0	0	-.25	+.43
42) Family day care providers should not frequently hug children in their care.	Pretest	4.75	4.38	4.07	4.20
	Posttest	4.75	4.63	4.28	4.60
	Mean Gain	0	+.25	+.11	+.40
43) Children cry at times just to get attention.	Pretest	1.75	3.13	2.43	2.93
	Posttest	2.00	3.63	2.47	2.72
	Mean Gain	+.25	+.50	+.05	-.21
44) Children learn best when listening to adults.	Pretest	4.00	3.29	3.28	3.47
	Posttest	4.25	3.63	3.57	3.36
	Mean Gain	+.25	+.34	+.29	-.11
45) Books are not important because young children cannot read.	Pretest	5.00	4.75	4.47	4.47
	Posttest	5.00	4.88	4.50	4.80
	Mean Gain	0	+.13	+.03	+.33
46) When children are drawing with crayons, I may need to show them how to make a picture.	Pretest	4.25	3.13	3.00	3.20
	Posttest	4.25	3.63	3.42	4.16
	Mean Gain	0	+.50	+.42	+.96
47) Family day care providers display children's work and save the work for their parents.	Pretest	5.00	4.75	4.37	4.00
	Posttest	4.75	4.75	4.22	4.00
	Mean Gain	-.25	0	-.15	0
48) It's very hard for young children to sit still.	Pretest	3.50	4.38	3.83	4.20
	Posttest	4.00	4.13	4.19	4.08
	Mean Gain	+.50	-.25	+.36	-.12
49) If a child arrived at my home with unexplained bruises, I would talk to the parents to find out what happened.	Pretest	4.50	4.63	4.43	4.20
	Posttest	4.75	4.13	4.50	4.20
	Mean Gain	+.25	-.50	-.07	0

Item		Group 1	2	3	4
50) If I suspected a child in my care was being abused at home, I would call the hotline.	Pretest	5.00	4.63	4.17	4.40
	Posttest	5.00	4.71	4.31	4.32
	Mean Gain	0	+.08	+.14	-.08
51) Family day care providers participate in activities with the children.	Pretest	5.00	4.88	4.54	4.20
	Posttest	4.50	4.75	4.44	4.40
	Mean Gain	-.50	-.13	-.10	+.20
52) Family day care providers take the children on field trips.	Pretest	4.00	3.75	3.77	3.93
	Posttest	3.67	4.38	3.61	4.00
	Mean Gain	-.33	+.63	-.16	+.07
53) I plan to provide quality child care.	Pretest	5.00	4.88	4.83	4.47
	Posttest	5.00	4.75	4.72	4.64
	Mean Gain	0	-.13	-.11	+.17
54) I would rather be in a different profession.	Pretest	4.25	4.75	4.62	4.33
	Posttest	3.50	4.63	4.31	3.84
	Mean Gain	-.75	-.12	-.31	-.49
55) I will enjoy being a child care provider.	Pretest	5.00	4.75	4.90	4.60
	Posttest	4.75	4.88	4.67	4.24
	Mean Gain	-.25	+.13	-.23	-.36